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ABSTRACT

This curriculum guide, covering U.S. history, honors U.S. history, and advanced placement U.S. history contains the following components: a statement of philosophy and broad goals for each content area; objectives organized around broad content goals or strands; scope and sequence charts; instructional planning guides that include suggested teaching activities; sample units; bibliographies; and lists of community resources and other supplementary materials. (DB)

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UNITED STATES HISTORY

UNITED STATES HISTORY I
Honors United States History I ACT
AP US History I

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FORT
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FORT WORTH, TEXAS
1989

SO 030 473

TABLE OF CONTENTS

Board of Education....................iii

From the Desk of the Superintendent....................v

To the Teacher....................vii

FWISD Mission Statement; Goals....................ix

United States History

Acknowledgments....................SS-i

Philosophy....................SS-iii

Rationale and Purpose....................SS-v

Goals....................SS-vi

United States History I

Objectives US-1

Recommended Course Sequence US-3

Activities US-7

Honors United States History I ACT

Goals HUS-1

Objectives HUS-2

Prerequisities/Entry Criteria for Honors Courses HUS-3

AP United States History I

Objectives AUS-1

Recommended Course Sequence AUS-3

Prerequisites/Entry Criteria for Honors Courses AUS-9

Teaching Strategies....................TS-1

Essential Elements....................EE-1

Safety

Resources, Strategies, and Planning....................1

Teacher Response Form

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from the desk of the

Superintendent

Today's schools shape tomorrow's society. In two short decades, our secondary and elementary students will be the citizens, scholars, scientists, and leaders determining the destiny of our country and our world.

The challenge facing educators, then, is to prepare all students to participate in further education and to become productive employees in the workplace. This challenge includes planning and delivering instruction which results in broad and widespread achievement of the core curriculum by all students.

The curriculum is the tool through which we must equip students for success in a complex and changing world. Graduates of our schools must be able to use the intellectual tools they have acquired in school in order to participate intelligently in our democracy, enjoy lifelong learning, and make a living in a competitive world where the most sought after talents are learning, thinking, and self-discipline.

In addition to the delivery of a strong curriculum, the challenge can be met through improved access to educational opportunities, higher expectations for students, and expanded school-community-parent partnerships.

Don R Roberts

Don R. Roberts
Superintendent of Schools
August, 1990

"Today's schools shape tomorrow's society."

"The challenge... is to prepare all students to participate in further education and to become productive employees..."

"The curriculum is the tool through which we must equip students for success in a complex and changing world."

To The Teacher:

"This curriculum guide represents a reconciliation of curriculum and the limits of time."

"...this document includes a statement of philosophy and broad goals... objectives...scope and sequence... instructional planning guides which include teaching activities... [and] sample units..."

"Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books."

This curriculum guide represents a reconciliation of curriculum content and the limits of time. Its purposes are to promote greater student achievement through alignment of the written, the taught, and the tested curriculum; and to promote broader and higher levels of thinking through objectives, and strategies which integrate content and cognition.

Teachers and staff have worked to define the curriculum for the Fort Worth Independent School District. Their efforts have resulted in the production of this document which includes

- a statement of **philosophy** and broad **goals** for each content area. These should help guide curricular decisions and articulate the district's aspirations for students as a result of their participating in a program or programs.
- **objectives** organized around broad content goals or strands. These define more specific expectations for students in each subject or course, prekindergarten through Grade 12.
- **scope and sequence** charts which display the core content of a subject or course and how this content develops over the span of various instructional levels.
- **instructional planning guides** which include suggested **teaching activities, assessment types,** and **reteaching** and **enrichment** ideas.
- sample **units** which show the instructional planning process or the kind of thinking that teachers engage in as they plan instruction.
- **bibliographies,** annotated lists of school and community **resources, reading lists,** and other supplementary materials.

Your role in the successful use of this guide is crucial. Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books. We hope you will join the collaboration by contributing ideas for activities, assessments, and units as well as by responding to the appropriateness and utility of this document. Response forms are included to facilitate this process.

We acknowledge the contributions of curriculum writing teams and the leadership of program staff without whom this guide would not have been possible. We appreciate, also, the desktop publishing skills and expertise of the Office of Curriculum Production and Distribution in formatting and printing this publication.

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August, 1990

FORT WORTH INDEPENDENT SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Fort Worth Independent School District is to prepare students to assume economic, social, civic, and cultural responsibilities in a complex and changing society. This requires the provision of a well-balanced curriculum for all students that assures mastery of the basic skills of literacy, mathematics, and critical thinking. In addition to establishing this broad intellectual base, the district must provide opportunities for all students to develop attitudes and skills that promote mental, physical, and emotional fitness; economic and occupational proficiency; an appreciation for the aesthetic; and lifelong learning.

GOALS

Goal 1 **STUDENT PERFORMANCE**--All students will be expected to meet or exceed stated educational performance standards of high achievement, master the essential elements, and participate in appropriate school programs.

Goal 2 **CURRICULUM**--Offer a well-balanced curriculum in order that students may realize their learning potential and prepare for productive lives.

Goal 3 **QUALITY TEACHING AND SUPERVISION**--Ensure effective delivery of instruction.

Goal 4 **ORGANIZATION AND MANAGEMENT**--Provide organization and management which will be productive, efficient, and accountable at all levels of the educational system.

Goal 5 **FINANCE**--Provide adequate and equitable funding to support quality instructional programs and quality schools.

Goal 6 **PARENT AND COMMUNITY INVOLVEMENT**--Improve schools by involving parents and other members of the community as partners.

Goal 7 **INNOVATION**--Improve the instructional program through the development and use of alternative delivery methods.

Goal 8 **COMMUNICATIONS**--Provide consistent, timely, and effective communication among all public education entities and personnel.

ACKNOWLEDGMENTS

To ensure broad-based participation in the development of this document, curriculum writing teams were composed of teachers representing a cross section of the Fort Worth Independent School District. In addition, various curriculum components were validated through sampling procedures involving the entire district. This document, therefore, is the result of the efforts and collaboration of many teachers and administrators.

The Social Studies Department gratefully acknowledges the contributions of persons who served on curriculum writing committees as well as those who participated in the validation process. Members of the curriculum writing committees are as follows:

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SOCIAL STUDIES EDUCATION
GRADES PK-12

> *We can chart our future clearly and wisely only when we know the path which has led to the present.*
>
> --Adlai Stevenson (1952)

PHILOSOPHY

The social studies program assumes responsibility for some of the major purposes of education: recognizing the diversity of cultural heritage and improving our society through the preparation of students for responsible citizenship. This means that the program must produce individuals who possess a working knowledge of the economic, geographic, cultural, political, and social factors that make up the human ecosystem. Students must also understand, experience, and gain appreciation for the principles of democracy, rule of law, fair play, the work ethic, and civic responsibility. Without a conscious effort to teach and learn these things, a free republic can not endure. Thus, a priority for the social studies program is to ensure the survival of the United States as a free nation through the development of enlightened democratic citizens. Social studies education is, therefore, centrally concerned with the teaching of citizenship and government.

Enlightened citizens have a knowledge of their past. Such knowledge informs and builds on the strengths of the past and avoids the repetition of its errors. Social studies education, then, is concerned with history. An emphasis on the chronology of history does not negate a thematic approach to the other social sciences but builds upon the interrelationships existing among the disciplines.

Social studies education is likewise concerned with geography. It begins with place awareness and knowledge of physical characteristics and leads to awareness of the decision-making process in relation to the environment. Responsible citizenship presumes an ability to participate effectively at local, state, national, and international levels. Social studies education must prepare students for informed economic decision making based on the ability to analyze the operations, benefits, and limitations of our free enterprise system. Finally, recognizing the multi-ethnic population of our society leads to an awareness of our cultural diversity. Shared cultural knowledge is important because it is basic to an understanding of our pluralistic society.

PHILOSOPHY continued

Students must be able to understand and function in an ever changing, complex world of interdependence. They must be prepared to work creatively, aesthetically, and ethically toward the resolution of human problems. This ability depends on the nurturing of favorable attitudes and a general and widespread proficiency in basic intellectual as well as participatory skills. Social studies education, therefore, is concerned with multi-cultural studies, critical thinking and decision-making skills, and integrating these skills into the total program.

SOCIAL STUDIES EDUCATION
GRADES PK-12

RATIONALE AND PURPOSE

The purpose of this guide is to provide teachers a tool for planning instruction in social studies which is targeted toward local goals and objectives as well as to the Texas Education Agency essential elements. This document is not designed to be restrictive; rather, it should assist teachers in making instructional decisions which will result in the mastery of objectives by all students.

This guide has been prepared to serve the social studies program in the following ways:

- Improve curriculum, instructional planning, and decision making
- Provide criteria for the selection of textbooks, supplemental instructional materials, and assessments
- Communicate curriculum content to educators and the community
- Provide instructional strategies for PK-12 articulation

SOCIAL STUDIES EDUCATION
GOALS

The student will:

1. **Recognize** the past, present, and future consequences and/or implications of geography, history, economics, politics, and other social science disciplines on humankind.
2. **Demonstrate** an understanding that people and the environment are interrelated.
3. **Demonstrate** a global awareness and understanding of world-wide interdependence.
4. **Demonstrate** an awareness, appreciation, and acceptance of cultural diversity.
5. **Demonstrate** an awareness and basic understanding of social problems, concerns, and issues.
6. **Demonstrate** an understanding of and support for the democratic process.
7. **Assume** economic, civic, and cultural responsibilities.
8. **Apply** problem-solving techniques to real-life situations.
9. **Demonstrate** effective communication skills in order to function in a global society.
10. **Integrate** and apply concepts from various social science disciplines.

Social Studies

UNITED STATES HISTORY I

OBJECTIVES

THE LEARNER WILL:	ESS. ELEMENTS		TEAMS*
	CONTENT	A/V/S**	
A. Strand 1 Emergence of the United States as a World Power			
1. Review, by demonstrating an understanding of, causes of the American Revolution and the Civil War	1A,1B	4A-M	R5,7 R8
2. Describe the causes and effects of U. S. involvement in foreign affairs and international conflicts (from 1870)	1A	2B,2K, 4M	R5,7 R8
3. Analyze the impact of the U. S. on foreign policy and international cooperative efforts (from 1870)	1B,1C,	1B-D 2A,2B,	R5,7 R8,10
B. Strand 2 Geographic Influences on the Historical Development of the United States			
1. Describe how physical features and economic resources influenced population movements before 1865 and in the decades that followed	2A,2G	4A,4C, 4F,4J 4K,4M	R7,8
2. Explain government land and resource policies, their historical significance, and their environmental impact	2D,2F	3B,3C, 3H,4A, 4F,4G, 4I,4K	R5,7 R8
3. Locate and explain the importance of selected historical sites and major population centers	2B,2E	4A,4F, 4K	R7,8
4. Identify United States' overseas possessions, manner of acquisition, and current status	2C	4A,4F, 4G,4I	R5,7 R8
C. Strand 3 Economic Development and Growth of the United States			
1. Explain the impact of the business cycle on the development of the United States' banking and monetary systems	3A,3F	3C,3E, 3F,4A, 4M	R6-8
2. Analyze the continuing impact of science and technology on business, industry, and agriculture	3B	3G,3H	R6-8

*R--Reading

**Attitudes, Values, and Skills

THE LEARNER WILL:	ESS. ELEMENTS		TEAMS
	CONTENT	A/V/S	
3. Appraise the economic impact of wars on the United States	3C	1A-D,2L 3A-C,3E 3I,4A-C, 4F	R5-7
4. Describe the development and expansion of United States internal trade to international trade	3G	3A,3B, 3F-I, 4A,4F, 4G,4I, 4K,4M	R5,7 R8
5. Identify the significance of business and labor organizations	3E,3E	3A-E, 3G,3I, 4A,4B, 4F,4K, 4M	R8
6. Analyze the changing relationship of government and the economy	3H	3A-C, 3E,3F, 3J	R7,8
D. Strand 4 Social and Cultural Developments of the United States			
1. Identify the contributions of ethnic and racial groups and individuals	4C	1A-C	R5,8
2. Describe the causes and impact of immigration, patterns of settlement, and population movements	4B,4E	1A-D 2B,2C, 4A,4B, 4F,4G, 4K,4M	R5-8
3. Evaluate social reform movements affecting majority-minority group relations	4D,4F	1A-D, 2C	R4-9
4. Evaluate the long-term social impact of the Civil War and Reconstruction	4A	1A-D	R5,7, R8
5. Compare the impact of science/technology on society with changes reflected in art, literature, and music	4G,4H	4A,4B, 4F,4G, 4K-M	R7-9
E. Strand 5 Political Development of the United States			
1. Demonstrate an understanding of major documents related to the political development of the U. S.	5B	1C,1D, 2A,2C, 2D,2F, 2G,2I-L	R1,10
2. Identify major political campaigns and reforms: their issues, leaders, and effects	5A,5C, 5D	1A-D, 2A-L, 4A,4E, 4F,4G, 4K-M	R5-9
3. Determine the relationship between Constitutional developments and changes in the three branches of government	5E,5F	2A-L, 4A,4F, 4L,4M	R5,6

U. S. History I
RECOMMENDED COURSE SEQUENCE

Sequential Objectives (Essential Elements)	Resources
The following objectives should be taught sequentially as listed.	
A. STRAND 1	
1. Review, by demonstrating an understanding of, causes of the American Revolution and the Civil War. (1A, B; 4A-M)	*Land of Promise*; Scott, Foresman; 10-12, 17-21 *Rise of the American Nation*, Harcourt; 14-20, 29-32 *World Book Encyclopedia*, Articles on American Revolution and Civil War
B. STRAND 2	
1. Describe how physical features and economic resources influenced population movements **before 1865** and in the decades that followed. (2A, B, G, K; 4M)	*Land of Promise*; Scott, Foresman; 5-6, 8-9, 15-17, 54-57 *World Book Encyclopedia*, Articles on Immigration and Population
D. STRAND 4	
*4. Evaluate the long-term social impact of the Civil War and Reconstruction. (1B-D; 2A,B; 4A)	*Land of Promise*; Scott, Foresman; 25-43, 67-79 *Rise of the American Nation*, Harcourt; 32-70 *World Book Encyclopedia*, Articles on Civil War and Reconstruction Museum of Science and History, Texas Hall

Non-Sequential Objectives (Essential Elements)	Resources
The following objectives do not have to be taught sequentially.	
A. STRAND 1	
2. Describe the causes and effects of U. S. involvement in foreign affairs and international conflicts (from 1870). (1A; 2B, K; 4M)	*Land of Promise*; Scott, Foresman; 124-125, 130-131, 140-141, 169-171, 173-177, 279-283, 360, 383-384, 388-389, 498-499, 538 *Rise of the American Nation*, Harcourt; 182, 189-191, 198-201, 210-215, 249-251, 301-303, 363-364, 367, 370, 387-388 *World Book Encyclopedia*, Articles on Spanish-American War, Open Door, Dollar Diplomacy, WWI, WWII, Cold War, and Vietnam War
*3. Analyze the impact of the U. S. on foreign policy and international cooperative efforts (from 1870). (1B-D; 2A, B)	*Land of Promise*; Scott, Foresman; 130-132, 136-138, 140-141, 182-185, 280, 290, 299, 309-310, 367 *Rise of the American Nation*, Harcourt; 196, 224, 317, 359-361, 364 *World Book Encyclopedia*, Articles on Dollar Diplomacy, Korean War, League of Nations, United Nations

***Certain objectives are taught throughout the course/grade level.**

Non-Sequential Objectives (Essential Elements)	Resources
B. STRAND 2	
1. Describe how physical features and economic resources influenced population movements before 1865 and in the **decades that followed.** (2A, G; 4A, C, F, J, K, M)	*Land of Promise*; Scott, Foresman; 155, 179, 206, 218-219 *Rise of the American Nation*, Harcourt; 170, 390, 428
* 2. Explain government land and resource policies, their historical significance, and their environmental impact. (2D, F; 3B, C, H; 4A, F, G, I, K)	*Land of Promise*; Scott, Foresman; 152-155, 178, 260, 267 *Rise of the American Nation*, Harcourt; 76, 80, 89, 171, 272, 282-283, 290 *World Book Encyclopedia*, Articles on railroads, land policies, and Indians Western Co. Oil Museum
* 3. Locate and explain the importance of selected historical sites and major population centers. (2B, E; 4A, F, K)	*Land of Promise*; Scott, Foresman; 9, 58, 62, 66, 68, 71, 86, 98, 113, 133, 146, 148, 163, 201, 207, 219-221, 231-232, 239, 245, 343 *Rise of the American Nation*, Harcourt; 78, 131, 348, 359, 391, 395, 397, 412-413 *World Book Encyclopedia*, Articles on New York, Boston, Washington Monument
4. Identify United States' overseas possessions, manner of aquisition, and current status. (2C; 4A, F, G, I)	*Land of Promise*; Scott, Foresman; 123-142, 290-294 *Rise of the American Nation*, Harcourt; 493-499, 500-505 *World Book Encyclopedia*, Articles on Alaska, Hawaii, and Spanish-American War
C. STRAND 3	
1. Explain the impact of the business cycle on the development of the United States' banking and monetary systems. (3A, C, E, F; 4A, M)	*Land of Promise*; Scott, Foresman; 60-61, 78, 86, 160, 205-206, 226-229, 231-232, 241-242, 267, 302-304 *Rise of the American Nation*, Harcourt; 121, 215, 280, 301 *World Book Encyclopedia*, Articles on Federal Reserve and Business Cycle
2. Analyze the continuing impact of science and technology on business, industry, and agriculture. (3B, G, H)	*Land of Promise*; Scott, Foresman; 61-64, 103-104, 290-294 *Rise of the American Nation*, Harcourt; 167-173, 404-407 *World Book Encyclopedia*, Articles on Edison, Bell, etc., Computers and Hydrogen Bomb
3. Appraise the economic impact of wars on the United States. (1A-D; 2L; 3A-C, E, I; 4A-C, F)	*Land of Promise*; Scott, Foresman; 46-54, 57-61, 193-208, 302-305 *Rise of the American Nation*, Harcourt; 224-235, 253-265, 336-353 *World Book Encyclopedia*, Articles on WWI, WWII, Civil War, and Vietnam

***Certain objectives are taught throughout the course/grade level.**

Non-Sequential Objectives (Essential Elements)	Resources
4. Describe the development and expansion of United States internal trade to international trade. (3A, B, F-I; 4A, F, G, I, K, M)	*Land of Promise*; Scott, Foresman; 7-9, 110-111, 127, 130, 136, 150-152, 156, 201-203, 228, 243 *Rise of the American Nation*, Harcourt; 67, 93-96, 109-110, 153, 161-163, 212-213, 226-229, 298-299, 311, 345, 374, 378, 433-435 *World Book Encyclopedia*, Articles on Trade and United States
5. Identify the significance of business and labor organizations. (3A-E, G, I; 4A, B, F, K, M)	*Land of Promise*; Scott, Foresman; 84-89, 115, 146, 151, 160-161, 195, 262, 304, 427 *Rise of the American Nation*, Harcourt; 67-69, 93-100, 120-128, 130, 145, 151, 225-227, 257, 279-280, 322-323, 338-341, 406-408, 432-433 *World Book Encyclopedia*, Articles on Labor and Unions
*6. Analyze the changing relationship of government and the economy. (3A-C, E-F, H, J)	*Land of Promise*; Scott, Foresman; 7, 17-18, 28, 50-51, 60-61, 78-79, 85, 96-99, 113-116, 131, 146, 156-157, 163, 200-201, 205-206, 221, 227-230, 346-347, 483-485 *Rise of the American Nation*, Harcourt; 67-70, 115-116, 145, 225-230, 238, 254-255, 271-283, 289, 340-341, 345, 432 *World Book Encyclopedia*, Articles on Economics, laissez-faire, and socialism
D. STRAND 4	
*1. Identify the contributions of ethnic and racial groups and individuals. (1A-C; 4C)	*Land of Promise*; Scott, Foresman; 37, 47-48, 62-63, 78, 86, 90-93, 113, 162, 178-179, 206-207, 220-221, 241, 261, 264-265, 290, 348-349, 358, 365, 380-382, 418-420, 457-458, 533-534 *Rise of the American Nation*, Harcourt; 44-48, 50-55, 75-76, 87, 98, 105, 113, 130-134, 137-140, 147, 151-152, 184, 216, 227-228, 258-265, 279, 322, 346, 372-373, 393-396, 398, 401-403 *World Book Encyclopedia*, Articles on U. S. history (minorities) black, Hispanic, Jews, women, etc.
2. Describe the causes and impact of immigration, patterns of settlement, and population movements. (1A-D, 2B-C; 4A-B, E-G, K, M)	*Land of Promise*; Scott, Foresman; 15-17, 54-57, 62-63, 69-71, 94, 96, 162-163, 179, 197-198, 200, 206, 218-219, 380-381, 546, 552-553 *Rise of the American Nation*, Harcourt; 52, 73, 80, 88, 103, 105, 122-123, 126-127, 170, 208-211, 228-229, 244-246, 257, 290, 389-391, 401, 412, 416-418 *World Book Encyclopedia*, Articles on Population (U.S.), Immigration (U.S.), and Demography (U.S.)

***Certain objectives are taught throughout the course/grade level.**

Recommended Course Sequence
Social Studies, U. S. History I (continued)

Non-Sequential Objectives (Essential Elements)	Resources
*3. Evaluate social reform movements affecting majority-minority group relations. (1A-D, 2C, 4D,F)	*Land of Promise*; Scott, Foresman; 19, 76-79, 98, 110, 112-117, 145-149, 194-201, 203, 347-349 *Rise of the American Nation*, Harcourt; 67-68, 75-76, 146-147, 154-156, 158-159, 160, 162-164 *World Book Encyclopedia*, Articles on Progressivism, Populism, Women's Rights, Black Rights, Civil Rights, Hispanic Rights
*5. Compare the impact of science/technology on society with changes reflected in art, literature, and music. (4A-B, F-H, K-M)	*Land of Promise*; Scott, Foresman; 4, 207, 219-221, 259, 270-272, 330 *Rise of the American Nation*, Harcourt; 132, 138, 140, 146-147, 206-264, 267 *World Book Encyclopedia*, Articles on U.S. (Art), also individual artists (musicians, writers, poets, painters, architects, sculptors)
E. STRAND 5	
*1. Demonstrate an understanding of major documents related to the political development of the U. S. (1A-D; 2A, C-D, F-G; I-L; 5B)	*Land of Promise*; Scott, Foresman; 13-14, 17-18, 135, 180, 185, 263, 309-310, 401-402, 558-559, 560-579 *Rise of the American Nation*, Harcourt; 359, 644-645, 647-675 *World Book Encyclopedia*, Articles on Magna Charta, Mayflower Compact, Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights, and United Nations Charter
2. Identify major political campaigns and reforms: their issues, leaders, and effects. (1A-D, 2A-L; 4A, E-G, K-M; 5A, C-D)	*Land of Promise*; Scott, Foresman; 13-22, 26-38, 67-79, 112-120, 123-141, 145-163, 167-185 *Rise of the American Nation*, Harcourt; 35-55, 57-69, 143-165, 176-221, 223-252, 269-334, 335-387 *World Book Encyclopedia*, Articles on individual parties (Republicans, Democrats, Populists, etc.), politicians (Presidents), and issues (rights, minorities, constitutional amendments)
*3. Determine the relationship between Constitutional developments and changes in the three branches of government. (2A-L; 4A, F, L-M; 5E-F)	*Land of Promise*; Scott, Foresman; 13-14, 18, 21, 34, 70, 91, 93, 150, 156-157, 159-160, 180, 201, 246-248, 263-264, 310, 324, 351, 364, 370, 504-505 *Rise of the American Nation*, Harcourt; 43, 54, 60, 67, 173-174, 227, 276, 280, 286-287, 293, 337, 353-354, 382, 385, 393

***Certain objectives are taught throughout the course/grade level.**

SOCIAL STUDIES, UNITED STATES HISTORY I

A. STRAND 1: EMERGENCE OF THE UNITED STATES AS A WORLD POWER

OBJECTIVE 1: REVIEW BY DEMONSTRATING AN UNDERSTANDING OF CAUSES OF THE AMERICAN REVOLUTION AND THE CIVIL WAR

TEACHING ACTIVITY: The students will complete a comparison chart that will be used to point out the political, social, and economic causes of both the American Revolution and the American Civil War. Students will acquire background information by reading textbook pp. 3-21, by classroom discussion, and by teacher lecture. Other sources, such as videos, filmstrips, or outside readings may be used to provide and document factual information.

- Each group of from three to five students will use its cumulative knowledge to list the political, social, and economic causes of the American Revolution and the Civil War.
- When the assignment has been completed, each group will present its list of causes to the rest of the class. The teacher's role is to monitor the responses of the groups by correcting misconceptions and noting that each group adds appropriate causes to its list.
- Be sure to point out the similarities between the two events.

Assessment: The causes of the American Revolution and the American Civil War all fall into the broad categories of political, social, and economic differences. From their knowledge of these two pivotal events in American history, students will write a one- to two-page paper, explaining how each of these categories caused the American Revolution and the Civil War to begin.

RETEACHING ACTIVITY: Students will match the causes of the American Revolution and the American Civil War in Column A with the proper event and broad category in Column B (student handout). Students may use their comparison charts and their textbooks as resources.

Assessment: Students will answer one of the following questions in a one-page essay.

1. What role did money play as a cause of the American Revolution and the Civil War?
2. Dissatisfaction with the current governing political body caused the American Revolution and the Civil War. Explain.
3. "People revolt or rebel because they see their society differently from other people." Explain how this statement was true regarding the American Revolution and the Civil War.

EXTENSION: Students will read what Thomas Paine had to say about the causes of the American Revolution in his pamphlet, *Common Sense*, and will list the reasons that Paine cited for separation from English rule.

Resources

Textbook, *Land of Promise: A History of the United States From 1865*, Vol. 2.
Student Handout

Filmstrips:
The American Revolution: Two Views, (Kit 973.3 Amer)

The Civil War: Prelude to Conflict, National Geographic Society, (Kit 973.7 Civ)

Student Handout

Common Sense, Thomas Paine

COMPARISON CHART

EVENT	POLITICAL	SOCIAL	ECONOMIC
AMERICAN REVOLUTION			
AMERICAN CIVIL WAR			

Student Handout
Teaching Activity (A:1)
SS US History I

CAUSES OF THE AMERICAN REVOLUTION AND THE AMERICAN CIVIL WAR

Directions: Match the causes of the American Revolution and the American Civil War in Column A with the correct category in Column B.

COLUMN A

_____1. Farmers in the South and Industrialists in the North differed over tariff issues.

_____2. Slave aristocrats are offended by anti-slavery movement.

_____3. 3,000 miles of ocean made effective rule impossible.

_____4. A new way of life allows the poor farmer to rise in social rank, thus challenging the idea of "old world" aristocracy.

_____5. Taxation to pay for a past war seemed to be an undue burden on the citizens.

_____6. Conflict existed over the relative powers of the central government (federalism vs confederation).

COLUMN B

ARP-American Revolution Political

ARS-American Revolution Social

ARE-American Revolution Economic

ACWP-American Civil War Political

ACWS-American Civil War Social

ACWE-American Civil War Economic

Student Handout
Reteaching Activity (A:1)
SS US History I

SOCIAL STUDIES, UNITED STATES HISTORY I

A. STRAND 1: EMERGENCE OF THE UNITED STATES AS A WORLD POWER

OBJECTIVE 1: REVIEW BY DEMONSTRATING AN UNDERSTANDING OF CAUSES OF THE AMERICAN REVOLUTION AND THE CIVIL WAR

TEACHING ACTIVITY: The students will read aloud textbook page 12, "Causes of the American Revolution," and fill in the comparison chart with the teacher's assistance. The same procedure will be used for the Civil War, textbook pages 17-21.

Assessment: Students will identify each statement on the student handout as either a cause for the American Revolution or for the Civil War.

RETEACHING ACTIVITY: Students will take their test papers and correct their answers by giving a page number and paragraph number for the correct answer.

Assessment: Students will list four (4) causes for each of the wars: American Revolution and Civil War.

EXTENSION: Students will write how the American Revolution and the Civil War were similar, e.g., Weak leadership.

Resources

Textbook,
Land of Promise: A History of the United States From 1865,
Vol. 2.
Student Handout

Student Handout

COMPARISON CHART

AMERICAN REVOLUTION

CAUSES:

1.

2.

3.

4.

CIVIL WAR

CAUSES:

1.

2.

3.

4.

CAUSES OF THE AMERICAN REVOLUTION AND THE AMERICAN CIVIL WAR

Directions: Read the following statements about the American Revolution and the Civil War. If the statement is about the American Revolution, write AR in the blank; if the statement is about the Civil War, write CW in the blank.

_____ 1. Tensions over the French and Indian War

_____ 2. Representation in the government

_____ 3. Control of settlements in the West

_____ 4. Heavy war debts

_____ 5. Conflicts over the role of government

_____ 6. Issue of slavery

_____ 7. Weak British leadership

_____ 8. Election of Lincoln

_____ 9. Taxes for the English Navy and Army

_____10. Differences over the tariff policy

SOCIAL STUDIES, UNITED STATES HISTORY I

A. STRAND 1: EMERGENCE OF THE UNITED STATES AS A WORLD POWER

OBJECTIVE 2: DESCRIBE THE CAUSES AND EFFECTS OF U.S. INVOLVEMENT IN FOREIGN AFFAIRS AND INTERNATIONAL CONFLICTS (FROM 1870)

TEACHING ACTIVITY: Review textbook information with students and discuss the causes and effects of the six foreign conflicts studied. Help students, as necessary, to complete the six timelines showing the causes and effects of each conflict. (Dates marked with * are included as challenge and may deserve extra credit.)

Assessment: Students will name the six American foreign conflicts studied and write the causes and effects of each. Instruct students to use the following format.

Conflict	Causes	Effects
1. Spanish-American War	1. De Lôme Letter 2. 3.	1. United States gains an empire and becomes a world power. 2. 3.
2. World War I	1. 2. 3.	1. 2. 3.

RETEACHING ACTIVITY: Students will use timelines and textbooks as resources to develop an outline of events preceding (causes) and following (effects) the six wars.

Assessment: Students will draw a set of two cartoons for each of the six wars. One cartoon should show at least one cause of the war, and the other should show at least one result. Each cartoon should be labeled to identify the conflict depicted and any individuals included in the drawing.

EXTENSION: Recognizing the division of the country over the Vietnam War, Lyndon Johnson announced he would not seek or accept nomination for re-election. Students will write two letters to the editor of the *Fort Worth Star-Telegram* that might have appeared after Johnson announced his decision. One letter should give reasons for supporting the war, and the other for withdrawing from it.

Resources

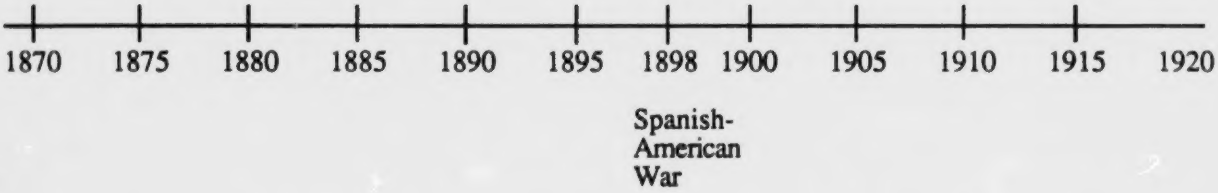
Textbook, *Land of Promise: A History of the United States From 1865*, Vol. 2, pp. 130-132, 137-138, 440-441; 167-181, 220, 227, 231-232, 245, 250, 451-453; 275-299, 303-304, 487-488; 309-311, 319; 307-308, 320-321, 345, 347, 351-353, 358-359, 360-367

Rise of the American Nation, Vol. 2 (out-of-adoption)

Films/VCR tapes: 1898
World War I
The Twisted Cross
America in World War II
Korea, the Forgotten War
LBJ, (Lawrence Luckenbill)
Vietnam, (PBS series)

Student Handout

TIMELINE: SPANISH-AMERICAN WAR


1870
1875
1880
1885
1890
1895
1898
1900
1905
1910
1915
1920
Spanish-American War

Draw a timeline similar to the one above and place the following events above the timeline in chronological order. Place a "C" before the events that caused the war and an "E" before the events that were a result of that war.

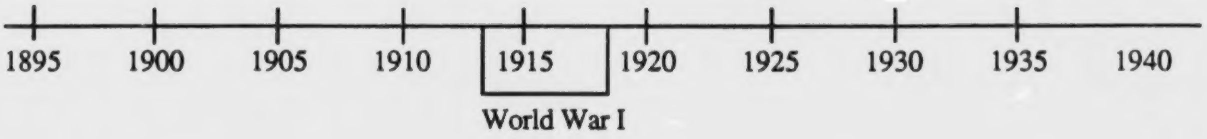
1. Sinking of the *Maine*
2. Tiller Amendment
3. De Lôme Letter
4. Weyler commands Cuba.
5. US gains an empire and becomes a world power.
6. Mahans publishes *The Influence of Sea Power upon History.*

*7. Pulitzer and Hearst publish yellow journalism.

8. War hero Roosevelt becomes president.
9. Platt Amendment
10. Spain is no longer a world power.

*Challenge date

TIMELINE: WORLD WAR I

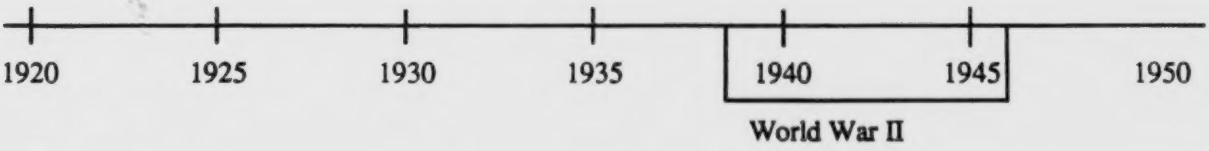


Draw a timeline similar to the one above and place the following events above the timeline in chronological order. Place a "C" before the events that caused the war and an "E" before the events that were a result of that war.

*1. European nations mobilize their huge militaries.
2. League of Nations established.
*3. Austria threatens to invade Serbia.
4. Unrestricted submarine warfare resumes.
5. Zimmerman Note
6. Franz Ferdinand assassinated in Sarajevo.
7. Hitler comes to power in a political vacuum.
8. *Lusitania* sunk.
9. Great Depression begins in America.
*10. Complicated treaty system goes into effect.
11. Germany invades Poland.
12. America becomes isolationist.
13. Germany invades Belgium.
*14. Washington Naval Conferences
*15. German economy destroyed by reparation payments.

*Challenge dates

TIMELINE: WORLD WAR II

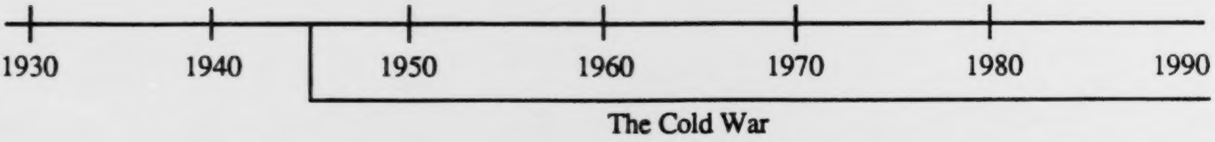


Draw a timeline similar to the one above and place the following events above the timeline in chronological order. Place a "C" before the events that caused the war and an "E" before the events that were a result of that war.

1. Germany is divided.
2. Hitler comes to power in Germany.
3. Germany occupies the Rhineland.
4. Japan invades Manchuria.
5. The US drops an atomic bomb on Hiroshima.
*6. The Treaty of Versailles leaves hard feelings in Europe.
7. Italy invades Ethiopia.
8. US occupies Japan.
9. Pearl Harbor attacked.
10. England practices "appeasement."
*11. Eastern Europe becomes communist.
12. Passage of the GI Bill

*Challenge dates

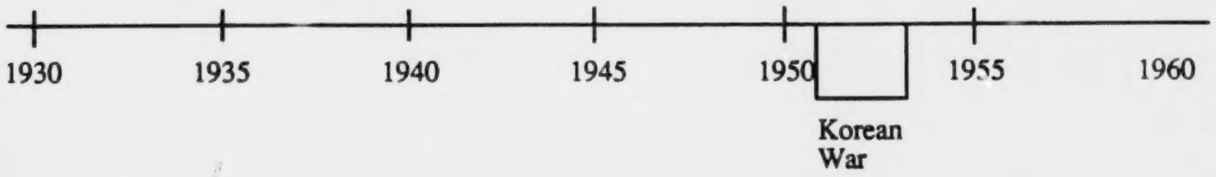
TIMELINE: COLD WAR



Draw a timeline similar to the one above and place the following events above the timeline in chronological order. Place a "C" before the events that caused the war and an "E" before the events that were a result of that war. (*Challenge dates)

1. The US announces the Truman Doctrine.
2. Berlin blockaded by the Soviets.
3. NATO is born.
4. The Yalta Conference takes place.
*5. The domino theory emerges.
6. US announces the Eisenhower Doctrine.
*7. Soviets get the A-Bomb "secrets."
8. "McCarthyism" sweeps America.
9. The Korean War
10. The U-2 incident takes place.
11. Stalin dies.
*12. Glasnost and Perestroika in USSR
*13. US Policy of containment
14. The US endorses the Marshall Plan.
15. USSR threatens Greece and Turkey.
16. USSR threatens the Middle East.
*17. The US announces a policy of Massive Retaliation and Brinksmanship.
18. The Berlin Wall is built.
19. The Suez Canal crisis
20. The Vietnam War
*21. US and USSR begin policy of deténte.
*22. US recognizes existence of USSR.
23. Nazi-Soviet Non-aggression Pact
*24. The nuclear arms race emerges.
25. The space race begins.

TIMELINE: THE KOREAN WAR



Draw a timeline similar to the one above and place the following events above the timeline in chronological order. Place a "C" before the events that caused the war and an "E" before the events that were a result of that war.

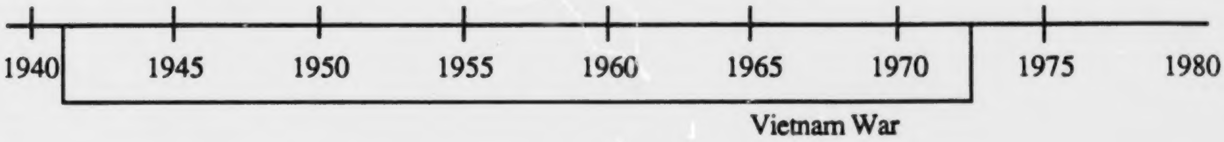
1. Chinese volunteers cross the Yalu River.
2. Mao-tse Tung starts revolution.
3. Korea divided.
4. UN sends forces to Korea.
5. MacArthur fired by Truman.
6. Communist victories in China
7. Uneasy peace at the 38th parallel
8. Dwight Eisenhower elected President.

*9. MacArthur urges bombing of China.

10. South Korea invaded by North Korea.
11. Armistice agreement in Korea.
12. Soviets walk out of the UN Security Council.

*Challenge date

TIMELINE: THE VIETNAM WAR



Draw a timeline similar to the one above and place the following events above the timeline in chronological order. Place a "C" before the events that caused the war and an "E" before the events that were a result of that war.

*1. French return to Indo-China, promise partial independence.

2. Johnson stops US bombing of North Vietnam.

3. Japanese occupy Indo-China.

*4. Anti-war demonstrations in US.

*5. Kennedy expands US-Vietnam involvement.

6. The Treaty of Versailles leaves hard feelings in Europe.

7. Diem calls off reunification elections.

8. Paris peace talks.

*9. Eisenhower sends military advisers to Vietnam.

10. Ho Chi Minh establishes a Communist dictatorship in North Vietnam.

11. Johnson announces he won't seek re-election.

12. US forces leave Vietnam.

13. South Vietnam falls to communist forces.

*14. Domino theory takes effect in Indo-China.

15. War-Powers Resolution is passed limiting Presidential war-making powers.

*Challenge dates

Student Handout
Teaching Activity (A:2)
US History I

SOCIAL STUDIES, UNITED STATES HISTORY I

A. STRAND 1: EMERGENCE OF THE UNITED STATES AS A WORLD POWER

OBJECTIVE 3: ANALYZE THE IMPACT OF US FOREIGN POLICY FROM 1870

TEACHING ACTIVITY:

1. Discuss and review material which includes:
    a. Washington's *Farewell Address* advice, the Monroe Doctrine, Manifest Destiny, and early US expansionism (textbook pp. 124-128)
    b. Cause/effect timelines completed, Teaching Activity for Strand 1, Objective 2
    c. Examination of maps in textbook pp. 126-128, 138-139, 175, 292, 301, 310, 329, 352, 384, 540-541
2. Help students make generalizations during the discussion about America's changing foreign policy and changing world leadership role.
    a. Use maps in the textbook for reference. (See map pages above.) Monitor students as they work.
    b. When the assignment is completed, use transparency maps on the overhead projector, asking students to fill in the appropriate information on the transparencies. Students will check and correct their own work as transparency maps are developed.
3. Give students a set of four maps with the information for completing them. (Student Handout)

Assessment: American foreign policy since 1870 has fallen into three general categories: imperialism, isolationism, and international involvement. Using information from your "Cause/Effect Timelines" (Objective 2) and the maps you have just completed, write a minimum two-page essay analyzing changes in American foreign policy since 1870, and the impact of these changes on America's role as a world power.

RETEACHING ACTIVITY:

1. Students will complete the reteaching handout requiring them to describe/define the 30 terms listed.
2. Instruct students to use a separate sheet of paper to categorize the terms from Reteaching Activity 1 under the following headings: US Imperialism, US Isolationism, US International Involvement. Remind students that a term may appear under more than one heading.

Assessment: Students will give an oral report analyzing changes in US foreign policy from 1870 to the present and will point out at least three locations on a wall map where incidents occurred which illustrate the explanation.

EXTENSION: United States foreign police since 1945 has had three specific goals:

1. The defense of the United States against attack
2. The maintenance of world peace (balance of power)
3. The promotion of economic and social welfare abroad

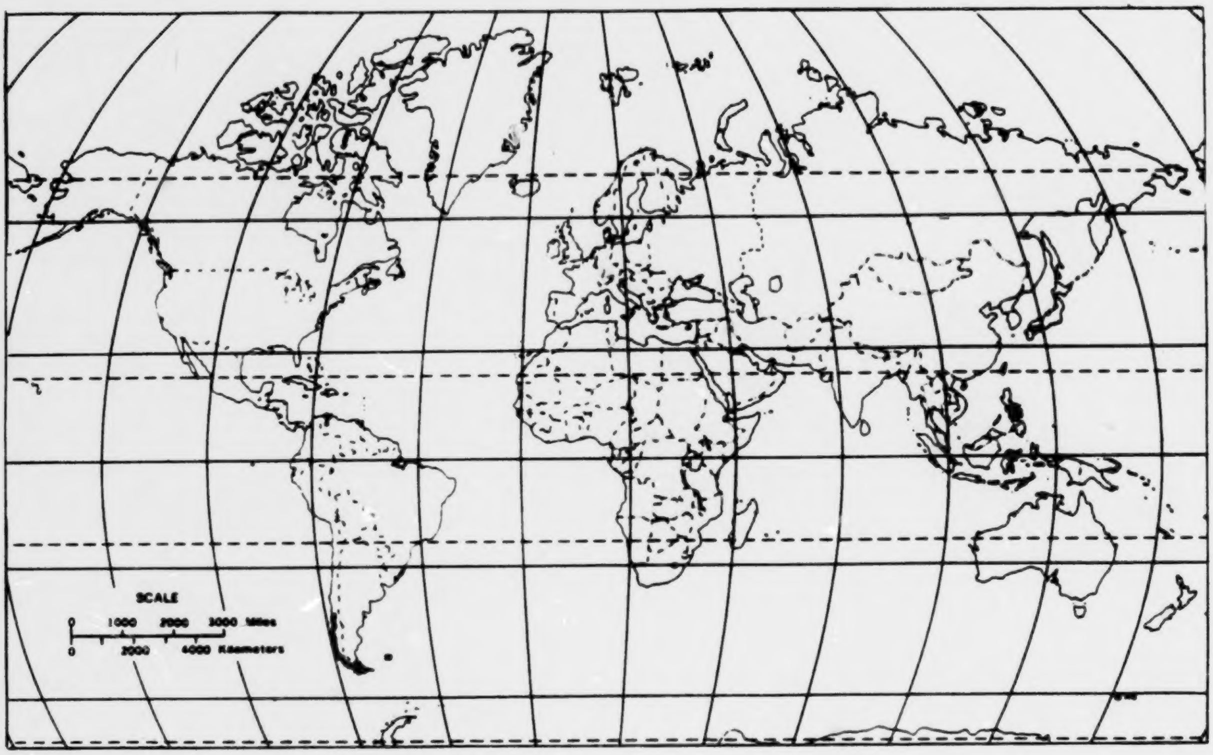
Write a one-page essay discussing two specific means used by the United States in an effort to accomplish each of these goals.

Resources

Textbook, *Land of Promise: A History of the United States From 1865*, Vol. 2, pp. 124-132, 137-138, 440-441, 171-181, 227, 245, 279, 451-453; 136, 275-293, 488-489, 307-311, 319-321; 345, 347, 351-353, 358-359, 362, 365-367 *Rise of the American Nation*, Vol. 2 and *America*, (out-of-adoption textbooks)

Films/VCR tapes: 1898
The Age of Innocence
Theodore Roosevelt: The Right Man for the Time
World War I
55 Days to Peking
The US in World War II
The Missles of October
Vietnam: This Honorable War;
LBJ (Lawemce Luckenbill)
The End of the Old Order
Korea, The Forgotten War
Transparency
Student Handouts

US HISTORY: WORLD MAP


SCALE
0 1000 2000 3000 Miles
0 2000 4000 Kilometers

Transparency/Student Handout
Teaching Activity (A:3)
US History I

US HISTORY MAPS

Map #1: The United States and Possessions in 1870

DIRECTIONS: On this outline map of the world, locate and label the following:

1. The United States (color green)
2. US Territory of Alaska (color green)
3. US Territory, Midway Island (color green)
4. Oceans, seas, and major gulfs (ex: Gulf of Mexico) (Color bodies of water blue.)

Put a heading at the top and, at the bottom of the page, title the map "The United States and Possessions in 1870."

(NOTE: Use the map in your textbook on page 127 as a reference for this map and for map #2.)

Map #2: United States and Possessions in 1903: The American Empire

DIRECTIONS: On this outline map of the world, locate and label the following:

1. The United States (color yellow)
2. All US possessions in 1903 (color yellow)
3. Put the date of acquisition of each possession under or beside its name
4. Oceans, seas, and major gulfs (Color bodies of water blue.)

Put a heading at the top of the page and, at the bottom, title the map "United States and Possessions in 1903: The American Empire."

Map #3: United States Involvement and Isolation: 1917-1939

DIRECTIONS: On this outline map of the world, locate and label the following:

1. Place where the *Lusitania* was sunk in 1915 (See textbook p. 175.)
2. France, where the Versailles Treaty (1919) and World Peace Pact (1928) were signed (See pp. 175, 184.)
3. Great Britain, one of the World War I allies (See pp. 175, 184.)
4. Switzerland, seat of the League of Nations (See pp. 175, 184.)
5. China, scene of the Panay incident (1937) (See pp. 540-541.)
6. Poland, where World War II officially began (1939) (See pp. 175, 184, 540-541.)
7. South America, object of the Good Neighbor Policy
8. Oceans, seas, and major gulfs (Color only bodies of water blue on this map.)

Put a heading at the top of the page and, at the bottom, title the map "United States Involvement and Isolation: 1917-1939."

US HISTORY MAPS

Map #4: Hot War and Cold War: US International Involvement Since 1941

DIRECTIONS: On this outline map of the world, locate and label the following:

1. Pearl Harbor, scene of the Japanese attack (1941)
2. Japan, site of atomic explosions (1945)
3. Normandy, France, site of D-Day Invasion (1944)
4. Yalta, scene of the famous "give away" conference (1945) in USSR
5. Berlin, Germany
6. Oceans, seas, and major gulfs (Color bodies of water blue.)

Label the following and mark each with an **X** as on the textbook map on p. 329.

7. Cuba (1959)
8. Berlin (1948-61)
9. U-2 shot down (1960)
10. Lebanon (1958)
11. Suez Canal (1956)
12. Iraq (1958)
13. Sputnik launched (1957)
14. Soviet H-bomb test (1953)
15. Korean War (1950-53)
16. Vietnam (1954-75)

Color the Communist Bloc nations red.

Put a heading at the top of the page and, at the bottom of the page, title the map "Hot War and Cold War: US International Involvement Since 1941."

US FOREIGN POLICY TERMS

Directions: Write a brief description/definition of each of the following terms.

1. imperialism ____________________
2. Monroe Doctrine ____________________
3. Teller Amendment ____________________
4. Platt Amendment ____________________
5. Open Door Policy ____________________
6. Roosevelt Corollary ____________________
7. "dollar diplomacy" ____________________
8. Washington's *Farewell Address* ____________________
9. The Monroe Doctrine ____________________
10. purchase of Alaska ____________________
11. isolationism ____________________
12. Wilson's Neutrality Proclamation ____________________
13. Fourteen Points ____________________
14. League of Nations ____________________
15. Munich Pact ____________________

Student Handout
Reteaching Activity (A:3)
US History I

US FOREIGN POLICY TERMS

16. US Neutrality Legislation (1935, 1936, 1937) ____________

17. *Panay* incident ____________

18. Lend-Lease Act ____________

19. Pearl Harbor ____________

20. Yalta Conference ____________

21. Atomic Bomb ____________

22. Cold War ____________

23. containment ____________

24. Marshall Plan ____________

25. iron curtain ____________

26. McCarthyism ____________

27. Korean War ____________

28. Vietnam War ____________

29. Cuban crises, 1959 & 61 ____________

30. deténte ____________

Student Handout
Reteaching Activity (A:3)
US History I

Social Studies
HONORS UNITED STATES HISTORY I ACT

GOALS

THE LEARNER WILL:

1. Use the writing process to generate multiple paragraph discourses using the appropriate literary and historical content.
2. Develop vocabulary and critical thinking skills to improve reading comprehension of the literary and historical content.
3. Acquire lifelong library skills through the research process.
4. Analyze the impact of the political and economic conditions of times on the core literature.
5. Analyze the impact of social and cultural diversity of the times on the core literature.

Social Studies

HONORS UNITED STATES HISTORY I ACT

OBJECTIVES

THE LEARNER WILL:	ESSENTIAL ELEMENTS US HISTORY	OBJECTIVES ENG. III
1. Analyze how people's attitudes affect the role of economics in American society	3A-H	1-6
2. Analyze the effects of an intolerant society on politics and culture throughout U.S. history	4A-H	1-6
3. Evaluate the effects of reality on the "American Dream"	5B,D-F	1-6
4. Analyze the results of the power struggle that exists between the individual and the government as well as the state and federal government	5A-F	1-6
5. Trace the development of the American westward movement and expansion	4E	1-6
6. Examine the changing role of the United States as it moved from isolationism to imperialism, emerging as a dominant world power	1A-C	1-6
7. Recognize and identify the political, social, and cultural contributions of women and other minorities	4C,D	1-6
8. Demonstrate awareness of U.S. geography as well as its relationship to the world	2A-G	1-6
9. Survey intellectual, political, social, and economic trends such as Puritanism, Deism, Nationalism, Transcendentalism, Romanticism, Naturalism, Realism, Social/Reform, Darwinism, the role of the Frontier Thesis	4C-E	1-6
10. Compare and contrast the changing fads and fashions of the American scene	4C-G	1-6

SOCIAL STUDIES

PREREQUISITES/ENTRY CRITERIA FOR HONORS COURSES

HIGH SCHOOL

8035 Honors World History Studies IA (W HIST 1A/H)
8036 Honors World History Studies IB (W HIST 1A/H)
Fulfillment of four of the following:
- 85 or higher in prior social studies or English language arts course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 9-12

8065 Honors United States History IA ACT (US HIST 1A/H)
8066 Honors United States History IB ACT (US HIST 1B/H)
Fulfillment of four of the following:
- 85 or higher in prior social studies course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 11

8215 AP United States History Studies IA (US HIST 1A/HP)
8216 AP United States History Studies IB (US HIST 1B/HP)
Fulfillment of four of the following:
- 85 or higher in prior social studies course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 10-12

8136 AP American Government and Politics IA (US GOVT 1A/HP)
Fulfillment of four of the following:
- 85 or higher in prior social studies course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 11-12

8098 AP Economics IA (Macroeconomics) (ECO-FE 1A/HP)
Fulfillment of four of the following:
- 85 or higher in prior social studies course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 11-12

8099 AP Economics IB (Microeconomics) (ECO-FE 1B/HP)
Fulfillment of four of the following:
- 85 or higher in prior social studies course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 11-12

EXIT PROCEDURES FOR HONORS COURSES

1. At the end of the first three weeks of the course, a student-parent-teacher conference must be held for students with a course average of 80 or lower to discuss the student's academic progress. As a result of this conference

   - the student may be exited from the course and placed in another appropriate course

     or

   - a plan for the improvement of the student's performance in the course will be developed, agreed to, and implemented.

2. Prior to the end of the first six weeks of the course, a student-teacher-parent conference must be held for students failing to maintain a passing grade of 70. Options to be discussed at the conference are

   - exiting the student from the course and placement in another appropriate course

     and

   - developing a plan for the improvement of the student's performance with specific target dates for progress reports to student and parent.

Any recommendations to exit students from honors courses after the first six weeks of instruction must be considered very carefully and are to be made only after a conference which includes student, teacher, parent, and principal.

Social Studies
AP UNITED STATES HISTORY I
OBJECTIVES

THE LEARNER WILL:	ESS. ELEMENTS	
	CONTENT	A/V/S*
A. Strand 1 U.S. Political Development		
1. Identify and evaluate the significant documents from American history and their contributions or role in the development of the United States.	5B 5E	2A-G 2J
2. Examine the major political institutions and the "Unwritten Constitution."	5C 5D-5E	2J
3. Analyze the political ideas from the ancient world, Western Europe,and the thirteen colonies that formed the foundation of the United States system of government.	5A 5B, 5C	2F, 2G 2K
4. Compare and contrast the role and function of major and minor political parties, and interest groups in the United States political process.	3D-5D 5F-5G	1B 2H
B. Strand 2 U.S. Economic and Geographic Development		
1. Evaluate geographic influences on the historical and economic development of the United States.	2A-G 3B, 4E	3A, 3C
2. Understand and apply various functions of the American economic system.	3A, 3B 3F,3G 3H	2K-3E, 3A-3F, 3B-3G,
C. Strand 3 Social, Scientific, and Technological Development	4A, 4B	3C-3H, 3D-3J
1. Examine the varied experiences and contributions of various racial and ethnic groups to the growth and development of the United States.	4C-H 3D, 4A	1A-B 1C-2C 4H
2. Evaluate and trace various political, economic, scientific, technological, and social trends; themes; or ideas that occur throughout American history.	3E, 4D 5C, 4F 5D, 5G 4G	1A-D
D. Strand 4 U.S. Foreign Policy and International Affairs		
1. Examine the impact of various wars on the United States.	3C	1A,2C, 3A-C,
2. Trace the growth and development of U.S. foreign policy as a world power.	1A-C	3E,3I, 4A-C,4F 1A-D,2C 3A-C, 3E-3I 4A-C,4F

*Attitudes, Values, and Skills

THE LEARNER WILL:	ESS. ELEMENTS	
	CONTENT	A/V/S*
E. Strand 5 Critical Thinking and Problem Solving		
1. Compare and contrast America in relationship to other nations.	1A-C 3G	1A-D
2. Identify and evaluate the cause and effect relations within American history.	1A, 4A 4B	1D, 4I 4B, 4F
3. Apply critical thinking skills, research skills, and writing skills to problems and issues in American history.	4D	4K, 4M 4L 2I, 4A-M
4. Relate ideas, themes, and trends of past situations to the present.	1C,2C 2D	2D, 2H-K 2L, 4A-M

AP United States History I
RECOMMENDED COURSE SEQUENCE

Sequential Objectives (Essential Elements)	Resources
The following objective should be taught at the beginning of the course prior to teaching subsequent objectives. A. STRAND 1 3. Analyze the political ideas from the ancient world, Western Europe, and the thirteen colonies that formed the foundation of the United States system of government. (2F-G,2K, 5A-C)	*The American Pageant*, 8th ed., Heath, pp. 12-19, 23-25, 26-37, 47-49, 51-52, 69-70, 82, 86-88, 89-106, 127-147, 152-153, 157-160 *History of New England;* Winthrop, John, "Speech on Liberty" *Mayflower Compact* *Common Sense*, Paine, Thomas, "The Declaration of Independence," "The Federalist Papers," Madison, Hamilton, and Jay *Historical Viewpoints*, Vol. 1, 5th ed., Harper & Row, pp. 132-143, 212-242 *Magruder's American Government*, 1989 ed., Prentice Hall, pp. 1-16, 26-52 *World Book Encyclopedia*, Articles on the Declaration of Independence and the Constitution

Non-Sequential Objectives (Essential Elements)	Resources
The following objectives do not have to be taught sequentially. A. STRAND 1 1. Identify and evaluate the significant documents from American history and their contributions or role in the development of the United States. (2A-G, 5B,5E)	*The American Pageant*, 8th ed., Heath, pp. 23, 27, 102, 112-13, 115, 118, 131-134, 139, 145, 152-153, 167, 172-174, 180-181,182, 219, 221, 222, 227-228, 341, 376-381, 387-388, 399-400, 423, 430-432, 464-65, 467, 469, 489-490, 501, 562, 582, 612, 659-660, 675-76, 728, 788, 794, 825, 844, 850, 852, 869, 886, 917, i-xxii *Historical Viewpoints*, Vol. 1, Harper & Row, 5th ed., pp. 212-242, 258-271, 402-419 Vol. 2, pp. 140-161, 180-202, 234-245, 368-383 *Documents of American History*, Commanger, H.S. *World Book Encyclopedia*, Articles on U.S. History: Documents, Court Cases, Treaties, Constitution, Amendments

Non-Sequential Objectives (Essential Elements)	**Resources**
2. Examine the major political institutions and the "unwritten constitution." (2J, 5C-E)	*The American Pageant*, 8th ed., Heath, pp. 157-161, 254-255, 261, 266-268, 486-488 *American Political Tradition*, Richard Hofstadter, Ch. I *Magruder's American Government*, 1989 ed., Prentice Hall, pp. 178-202 *World Book Encyclopedia;* articles on Politics (U.S), Democratic Party, Republican Party
4. Compare and contrast the role and function of major and minor political parties and interest groups in the United States political process. (2H, 3D-5D, 5F-5G)	*The American Pageant*, 8th ed., Heath, pp. 157-161, 234, 254-255, 261, 266-268, 278, 319, 388, 397, 486-488, 592 *Magruder's American Government*, 1989 ed., Prentice Hall, pp. 177-202, 258-288 *World Book Encyclopedia*, articles on U.S. Political Parties
B. STRAND 2	
1. Evaluate geographic influences on the historical and economic development of the United States. (2A-G, 3A-C, 4E)	*The American Pageant*, 8th ed., Heath, pp. 1-19, 21-37, 39-52, 54-64, 74-80, 85-88, 135-140, 153-157, 163-168, 184-194, 197-210, 212-215, 217-221, 224-229, 237-240, 250-266, 270-287, 289-320, 349-367, 371-375, 382-389, 393-395, 400-401, 444-447, 475-477, 485-486, 500, 504-527, 529-537, 556-576, 578-594, 595-613, 615-629, 639-651, 658-664, 666-669, 705-714, 717-718, 722-723, 725-743, 756-760, 774-779, 789-791, 792-809, 820-830, 835-840, 847-850, 852-855, 862-864, 872-876, 882-886, 888, 891-894, 896, 901-904, 925-926, 929-931, 933 *Historical Viewpoints*, Vol. 1, 5th ed., Harper and Row; pp. 46-57, 244-257, 360-372, Vol. 2, 80-87, 128-138, 278-294 *Divers Voyages Touching the Discovery of America...*, Hakluyt, Richard *American Primer*, Boorstin, Daniel, ed., "The Report on Manufacturers" *Westward Expansion*, Billington, R.A. *Rise of the American Nation*, Harcourt, pp. 170, 390, 428 "The Significance of the Frontier in American History," Turner, T. J.

Non-Sequential Objectives (Essential Elements)	Resources
2. Understand and apply various functions of the American Economic System (2K, 3A-H)	*The American Pageant*, 8th ed., Heath, pp. 133, 154-156, 181, 214-215, 217, 221, 238-239, 251-252, 263, 272-273, 445, 514, 522, 582, 586, 592-593, 725-726, 645, 658-660, 917, 928-929 *Rise of the American Nation*, Harcourt, pp. 121, 215, 280, 301 *Historical Viewpoints*, Vol. 1, 5th ed., Harper and Row, pp. 340-347, 348-359, Vol. 2, pp. 295-366 *World Book Encyclopedia*, articles on Taxes, Tariffs, Depression, Free Enterprise, Business Cycle, Federal Reserve
C. STRAND 3	
1. Examine the varied experiences and contributions of various racial and ethnic groups to the growth and development of the United States. (1A-C, 2C, 4C-H)	*The American Pageant*, 8th ed., Heath, pp. 1-20, 39-53, 54-73, 256-261, 311-332, 343, 349-368, 457-479, 529-555, 556-562, 697-701, 714, 792-800, 846, 857, 865-866, 870-872, 933-937 *Rise of the American Nation*, Harcourt, pp. 44-48, 50-55, 75-76, 87, 98, 105, 113, 130-134, 137-140, 147, 151-152, 184, 216, 227-228, 258-265, 279, 322, 346, 372-373, 393-396, 398, 401-403 *Historical Viewpoints*, Vol. 2, 5th ed., Harper and Row, pp. 14-58, 80-105, 368-383, Vol. 1, pp. 2-44 *World Book Encyclopedia*, Articles on U.S. history (minorities) African-American, Hispanic, Jews, etc.
2. Evaluate and trace various political, economic, scientific, technological, and social trends; themes; or ideas that occur throughout American History (1A-D, 3D-E, 4A, D, F-G, 5C-D, G)	*The American Pageant*, 8th ed., Heath, pp. 1-20, 21-38, 39-53, 54-73, 83-88, 89-107, 109-111, 127-148, 149-162, 165-178, 179-190, 190-197, 231-269, 289-310, 311-348, 349-368, 391-413, 457-503,504-555, 556-577, 578-594, 631-672, 697-744, 745-772, 859-920, 921-948 *Rise of the American Nation*, Harcourt, pp. 67-69, 75-76, 93-100, 120-128, 130, 145-147, 151, 154-156, 158-160, 162-164, 167-173, 215, 225-227, 257, 279-280, 301, 322-323, 338-341, 404-408, 432-433 *Historical Viewpoints*, Vol. 1,5th ed., Harper and Row, pp. 244-257, 340-372 Vol. 2, pp. 60-79, 106-117, 128-202, 338-353 *World Book Encyclopedia*, Articles on Civil Rights, Minority Rights, Women's Rights, Free Enterprise, Social Reform, Socialism, Industrialization, Unions

Non-Sequential Objectives (Essential Elements)	**Resources**
D. STRAND 4	
1. Examine the impact of various wars on the United States (1A, 2C, 3A-C, 3E, 3I, 4A-C, 4F)	*The American Pageant*, 8th ed., Heath, pp. 79, 81-86, 87, 89-90, 93, 94-100, 101-106, 113-125, 127-130, 184, 194, 200-210, 281-287, 355, 369, 382, 415-419, 425-437, 443-444, 448-449, 454-455, 601-613, 673-696, 772-818, 819-840, 862-863, 872-875, 879-880, 882-889, 896-897 *Rise of the American Nation*, Harcourt, pp. 46-54, 57-61, 193-208, 302-305 *Historical Viewpoints*, Vol. 1, 5th ed., Harper and Row, pp. 182-195, 272-285, 373-401, Vol. 2, pp. 2-13, 203-294, 398-415 *World Book Encyclopedia*, Articles on the French and Indian War, American Revolution, War of 1812, Mexican War, Civil War, Spanish-American War, WWI, WWII, Korean War, and Vietnam
2. Trace the growth and development of U.S. foreign policy as a world power. (1A-D, 2C, 3A-C 3E-I, 4A-C, 4F)	*The American Pageant*, 8th ed., Heath, pp. 164-167, 169-172, 183-189, 201, 203, 224-229, 281-283, 285, 287, 595-596, 603-609, 616, 661-665, 730-731, 772-74, 847-850, 862-864, 882-886, 895-896, 899-900, 902-904, 912-915, 918-919 *Rise of the American Nation*, Harcourt, pp. 182, 189-191, 198-201, 210-215, 249-251 301-303, 363-364, 367, 370, 387-388 *A Diplomatic History of the American People*, 10th ed., Bailey, Thomas, Prentice-Hall *Historical Viewpoints*, Vol. 1, 5th ed., Harper and Row, pp. 272-285, Vol. 2, pp. 203-294, 398-415 *World Book Encyclopedia*, Articles on American Foreign Policy
E. STRAND 5	
1. Compare and contrast America in relationship to other nations (1A-D, 3G)	*The American Pageant*, 8th ed., Heath, pp. 11-12, 82-86, 94, 103-104, 118-119, 122, 136, 166, 190, 202-208, 224-228, 275, 383, 440-441, 443, 597-598, 626-628, 661-662, 664-665, 682-683, 741, 776, 778, 780-782, 789-790, 793-795, 801-805, 812-815, 848-849 *Magruder's American Government*, 1989 ed., Prentice Hall, pp. 2-11, 17-25, 662-712

Non-Sequential Objectives (Essential Elements)	Resources
2. Identify and evaluate the cause and effect relations within American history. (1A, D, 4A, B, D, F I, K-M)	*The American Pageant*, 8th ed., Heath, pp. 54-73, 74-107, 108-126, 179-196, 197-211, 289-310, 349-456, 504-528, 529-555, 578-672, 673-696, 720-744, 745-771, 772-781, 859-872 *Historical Viewpoints*, Vol 2, 5th ed., Harper and Row, pp. 1-58, 180-202, 204-245, 278-294, 296-309, 416-431
3. Apply critical thinking skills, research skills, and writing skills to problems and issues in American history. (2I, 4A-M)	*The American Pageant, 8th ed.*, Student Guidebook, Health *Teacher's Manual for an Advanced Placement Course in American History*, Vol. 1, Duke University *Advanced Placement Examination in American History*, The College Board
4. Relate ideas, themes, and trends of past situations to the present. (1, 2C-D, 2H-L, 4A-M)	*The American Pageant*, 8th ed., Heath, pp. 921-948 *Historical Viewpoints*, Vol. 2, 5th ed., Harper and Row, pp. 367-448 *New York Times* *Fort Worth Star-Telegram* *Newsweek* *U.S. News and World Report*

SOCIAL STUDIES

PREREQUISITES/ENTRY CRITERIA FOR HONORS COURSES

HIGH SCHOOL

8035 Honors World History Studies IA (W HIST 1A/H)
8036 Honors World History Studies IB (W HIST 1A/H)

Fulfillment of four of the following:

- 85 or higher in prior social studies or English language arts course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 9-12

8065 Honors United States History IA ACT (US HIST 1A/H)
8066 Honors United States History IB ACT (US HIST 1B/H)

Fulfillment of four of the following:

- 85 or higher in prior social studies course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 11

8215 AP United States History Studies IA (US HIST 1A/HP)
8216 AP United States History Studies IB (US HIST 1B/HP)

Fulfillment of four of the following:

- 85 or higher in prior social studies course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 10-12

8136 AP American Government and Politics IA (US GOVT 1A/HP)

Fulfillment of four of the following:

- 85 or higher in prior social studies course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 11-12

8098 AP Economics IA (Macroeconomics) (ECO-FE 1A/HP)

Fulfillment of four of the following:

- 85 or higher in prior social studies course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 11-12

8099 AP Economics IB (Microeconomics) (ECO-FE 1B/HP)

Fulfillment of four of the following:

- 85 or higher in prior social studies course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 11-12

EXIT PROCEDURES FOR HONORS COURSES

1. At the end of the first three weeks of the course, a student-parent-teacher conference must be held for students with a course average of 80 or lower to discuss the student's academic progress. As a result of this conference

   - the student may be exited from the course and placed in another appropriate course

     or

   - a plan for the improvement of the student's performance in the course will be developed, agreed to, and implemented.

2. Prior to the end of the first six weeks of the course, a student-teacher-parent conference must be held for students failing to maintain a passing grade of 70. Options to be discussed at the conference are

   - exiting the student from the course and placement in another appropriate course

     and

   - developing a plan for the improvement of the student's performance with specific target dates for progress reports to student and parent.

Any recommendations to exit students from honors courses after the first six weeks of instruction must be considered very carefully and are to be made only after a conference which includes student, teacher, parent, and principal.

SOCIAL STUDIES TEACHING STRATEGIES

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N

The study of social studies is intended to help students understand the forces that shape society and bind people together in the international community in which we live. The teaching approach in social studies can be thematic, chronological, or conceptual. Any of these approaches lends itself to establishing a relationship between past and present and implications for the future.

In order to comprehend the wealth of knowledge within the broad spectrum that is social studies, students must be taught to process information in ways that maximize their learning. One way to advance student learning to optimum levels is through the thinking/writing process.

As students develop thinking/writing skills, they will begin to acquire competencies in all academic levels. Furthermore, talking, writing, and thinking must be interrelated. Rexford Brown underscores this philosophy "...higher literacies call for students to analyze, think critically, evaluate, synthesize information, communicate more effectively, solve problems, learn how to learn, and in general learn far more actively than traditionally."

Writing to Think

Writing to think is a model for teachers to help students. There are six strands to the model: *selecting information, seeing relationships, using prior knowledge, considering alternative points of view, creating and assessing a plan, and creating/acknowledging dissonance.* By using these processes, students will become proficient problem solvers through the medium of writing.

The process starts with using a unit or mini-unit social studies objective to develop a rationale or purpose for the writing/thinking instructional activities. Prior work is given to prepare the student for the writing assignment. Subsequent work and assessment are also part of this process.

The following examples indicate how these writing to think strategies can be implemented using the social studies content.

Selecting information involves choosing relevant and appropriate examples based on a given criterion.

Lead the class to a consensus regarding the qualities of a good citizen. Then view file footage that spotlights a particular person. Have the group look for actions that show that the person has/does not have these qualities.

Seeing relationships involves asking students to look for patterns or trends; to notice similarities and differences; to look for motives, purposes, or causes and effects; to locate events in a chronological or numerical sequence; or to determine how something (an object, action or, person) relates to the physical setting in which it is found.

Describe the basic economic needs of an 8-year old Cambodian and an 8-year old United States' citizen.

How did Uncle Tom's Cabin impact slavery in the United States?

Given data relative to the Alaskan oil spill at Valdez, what can you conclude about the effect on the environment?

Use a simulation that involves a dead lock situation. Work out a compromise that is acceptable to both sides.

Using prior knowledge involves using that information which students acquire either through formal or informal and personal educational experiences.

Using what you have learned about public and private property, write a paragraph that vividly describes ways that neighborhood parks are used for recreational purposes.

Considering alternative points of view involves looking at both sides of an issue and acknowledging the possibility of a point of view different from the one originally held.

How might a Mexican soldier report the Battle of the Alamo?

How would a British sea merchant describe the Boston Tea Party?

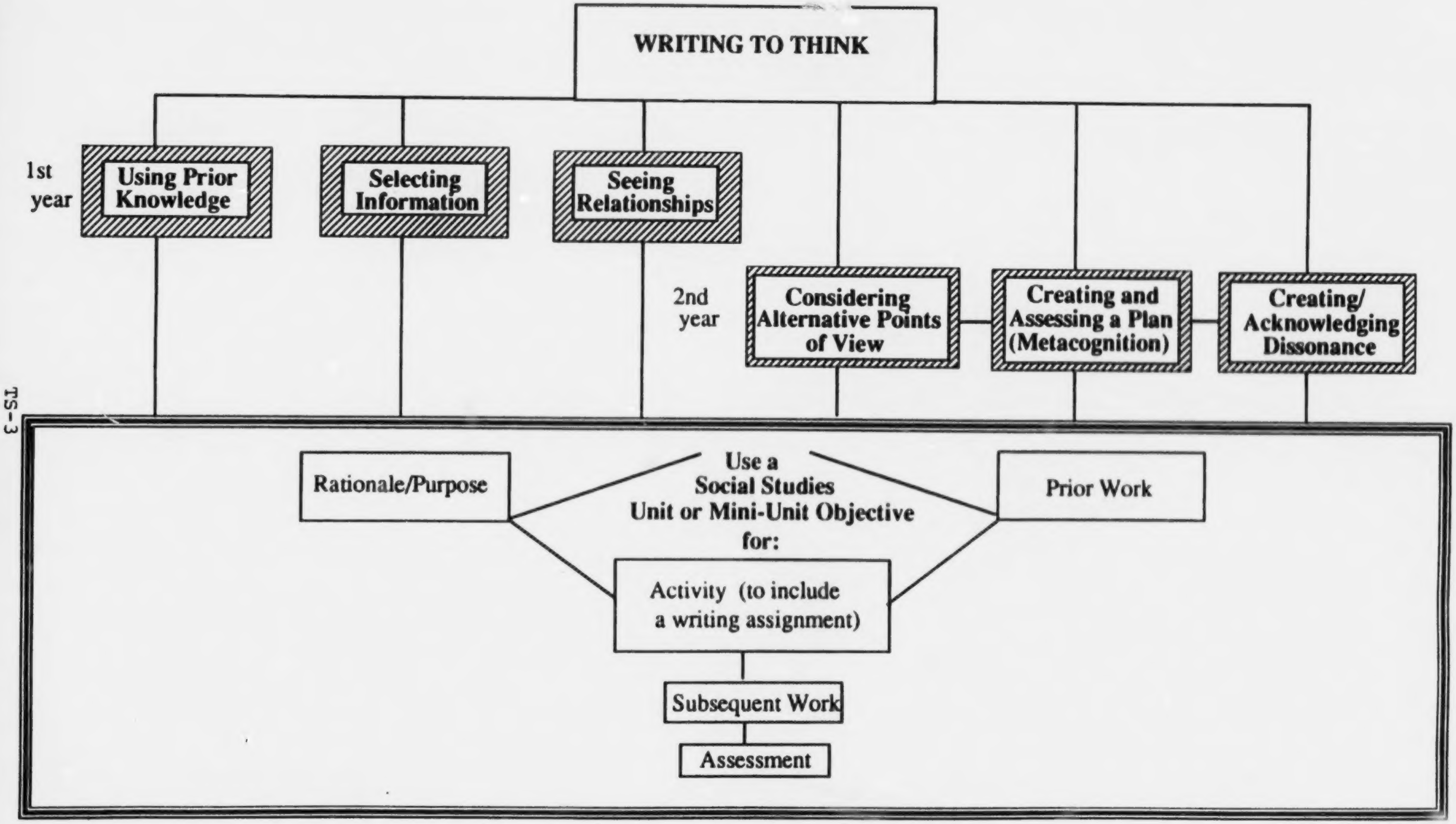
Creating and assessing a plan involves developing a problem-solving strategy to address a specific task and then assessing that strategy as one tries to use it.

Describe the steps that might be involved in a slave's escaping to freedom in the North.

Creating/acknowledging dissonance involves recognizing major conflicts of questions in events, philosophies, rulings, actions, and documents.

Explain why the premise of equality for all as stated in the Preamble to the United States Constitution and the provision that permitted slave trade through 1808 are inconsistent and in conflict.

READING AND WRITING TO THINK IN SOCIAL STUDIES



WRITING TO THINK

1st year

Using Prior Knowledge

Selecting Information

Seeing Relationships

2nd year

Considering Alternative Points of View

Creating and Assessing a Plan (Metacognition)

Creating/ Acknowledging Dissonance

Rationale/Purpose

Use a Social Studies Unit or Mini-Unit Objective for:

Prior Work

Activity (to include a writing assignment)

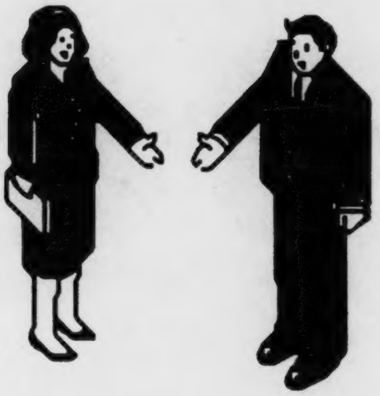
Subsequent Work

Assessment

TS-3

▨ Problem-solving process

TEACHING STRATEGIES



ACTIVITY I

DEBATE - Provides practice in all of the communications
Skills: reading, writing, speaking, listening, and specially, thinking

PROCEDURE

A. Getting Started - Background Information

1. Define debate - organized argument between knowledgeable people.
2. Give students handouts with the essential terms and procedures.
   - Video tape of previous debate is desirable.
   - If not available, directions and explanations must be extremely clear.

**Activities to Promote Critical Thinking*, Fran Caldweel, Newport High School, Newport, Oregon

B. Selecting a Topic

1. Pair up students with a partner.

2. Two sets of partners are put together - thus forming the debate unit.
   - Appear to do this randomly but should actually place the stronger teams against each other

3. Students meet in their debate units to accomplish three tasks.
   - Select a current, interesting, and controversial issue
   - Write a clear resolution stated in the affirmative
   - Determine affirmative and negative teams

(Teacher may opt to supply a list of topics in an attempt to speed up process.)

C. Developing the Argument

1. Students begin their research.
   - *Readers' Guide to Periodical Literature* is the most useful reference. Other references should be made available in library.
   - Interviews applicable

2. Students should take careful notes and make sure each item of information is documented.

3. Allow five days for research process.

4. Partners plan and rehearse their cases together.
   - Two days can be allowed in class for organizing and preparing the debate speeches.

5. Affirmatives must begin by defining terms and then proceed through each stock issue.

6. Negatives must defend the status quo and attack the contentions of the affirmatives.

7. Partners should keep in mind that the strongest evidence is best presented last.

8. Students should be encouraged to write their speeches in outline form. This will discourage them from empty reading.
   - Good eye contact is necessary to be convincing.

9. During the recess, partners discuss ways to refute what the other side has said.
   - note taking during other side's arguments
   - attempt to anticipate opponent's arguments

10. Rebuttals should follow a plan and may be given by one or both partners.
    - All points made in the constructive speech should be reiterated one by one, following each by what the opponent said to disapprove it and then given more evidence to reestablish it.
    - A good rebuttal should end with a summary and a statement of the debaters' belief in the soundness of their argument.

D. Presentation

1. Debaters sit at their respective desks in front of the room.
   - Face opponents, yet the desks are slanted enough so that the audience can see the debaters' faces as well.
2. Remind students to speak in loud, clear voices with correct pronunciation and appropriate expression.
3. Strict formality is upheld: the debaters and their positions are introduced to the audience; an official timekeeper watches the clock and warn debaters nonverbally when one minute remains.
   - Only debaters are permitted to speak, except during the recess.
4. A schedule should be drawn up so students know on exactly which day they will debate.
5. Five judges should be selected from outside the class and allowed some time to familiarize themselves with the judging form.
6. Only one judge is needed for each debate.
   - Judge uses the debate form provided, which was devised by the American Forensic Association.
   - Post on bulletin board.

E. Assessment

Students can now write a persuasive essay because they have already formulated two strong thesis statements and collected a set of supporting details.

ACTIVITY II.

JURY-TRIAL TECHNIQUE - Debate technique that is excellent because it can involve a large number of the class in active participation. In this technique the class simulates courtroom procedures to discuss an issue or problem. The procedure seems to be a simple one, but it requires careful preparation if it is to go smoothly.

PROCEDURE

A. Select an issue or problem to debate. It adds interest if one of the students can act as a defendant.

B. Select lawyers, researchers, and witnesses for both sides. These groups can be as large as you wish, but if they are too large, they become cumbersome. The teacher can act as judge, or better yet, some responsible student can be named for that position. Another pupil should be selected court stenographer, or recorder, to keep a record of what transpires. All members of the class who are not lawyers, researchers, witnesses, or current officials, are the jury.

C. All students should research the problems. The lawyers and witnesses should get the facts from their own research and from that of the other class members.

D. **Conduct the trial**

1. The lawyers open up with their arguments.
2. Witnesses present their evidence.
3. Lawyers questions and cross examine
4. Lawyers from each side sum up. Each should point out how the evidence favors his/her side.
5. The judge sums up, points out errors in the arguments, fallacies, and misstatements of facts.
6. The class, acting as the jury, votes on which side won the argument.

ESSENTIAL TERMS

Controversial issue: a subject that can be argued and supported from opposing points of view.

Resolution: (sometimes called the preposition): a statement which defines the nature of the controversy, is stated in the affirmative, and provides a basis for argument for or against.

Affirmative: the person who upholds the resolution, who argues for a change in what presently exists.

Negative: the person who argues against the change proposed in the resolution, who upholds the conditions as they presently exist.

Definition of Terms: a clear explanation of the resolution, defining and limiting ideas; it is the affirmative teams responsibility, but the negative team must approve.

Evidence: the material offered as proof in an argument; it can be in the form of: (1) quotations from authorities; (2) examples of actual situations or case histories, or (3) facts and statistics.

Status Quo: a Latin term meaning the existing state of affairs, the present or the current belief and actions.

Burden of Proof: rests on the affirmative, who must prove that the status quo is unsatisfactory and that the affirmative way is better; because the affirmative has a more difficult task, this side is given the advantages of starting and ending the debate.

Stock Issues: those issues which must be proved by the affirmative (1) the need for the change, (2) the practicality of the change, (3) the desirability of the change.

Presumption: the assumption that the negative is "right" until proven wrong"

Constructive Speeches: given in the first part of the debate; they present the major arguments with evidence.

Rebuttals: given in the second part of the debate; the process of rebuilding after attack or defending from attack.

ORDER AND TIME RESTRICTIONS FOR DEBATE

PART ONE: Constructive Speeches

First Affirmative	2-5 minutes
First Negative	2-5 minutes
Second Negative	2-5 minutes
Second Affirmative	2-5 minutes

Recess

PART TWO: Rebuttals

Negative	5 minutes
Affirmative	5 minutes

Handout #2

ESSENTIAL ELEMENTS IN SOCIAL STUDIES
ATTITUDES, VALUES, AND SKILLS FOR CITIZENSHIP, GRADES 7-12

(1) Respect for self and others. The student shall be provided opportunities to:

- (A) respect beliefs of other individuals, groups, and cultures;
- (B) be aware that some things are valued more in some groups and cultures than in others;
- (C) recognize how societal values affect individual beliefs and attitudes; and
- (D) recognize that individuals must accept the consequences of their decisions.

(2) Democratic beliefs and personal respoonsibility. The student shall be provided opportunities to:

- (A) respect the principles that underlie the Texas and the United States Constitutions, the Bill of Rights, and the Declaration of Independence;
- (B) consider one's own values as well as those of others when making political decisions;
- (C) value open-mindedness, tolerance of differing opinions, and civic participation as important aspects of democratic behavior;
- (D) respect the laws of one's society and work responsibly to change laws that one judges to be unjust;
- (E) understand the importance of individual participation in civic affairs;
- (F) understand that legal rights and protections must be balanced with civic responsibilities;
- (G) recognize the value of compromise in the democratic process;
- (H) examine reasons that participation and decision making in civic affairs require knowledge, time, and personal efforts;
- (I) identify legal rights, responsibilities, and protection afforded juveniles and adults;
- (J) support the democratic processes of the republican form of government;
- (K) support the basic values of American society (e.g., justice, responsibilities, freedom, respect for the law, diversity, privacy, private property rights, free enterprise, and voluntary exchange); and
- (L) support the rules and laws of one's school, community, state, and nation.

(3) Support for the American economic system. The student shall be provided opportunities to:

- (A) recognize the contributions of the American economic system to the standard of living of Americans;
- (B) support the role of profit in the American market system;
- (C) believe in the right of individuals to acquire, use, and dispose of property;

(D) support the freedom of consumers to choose how to spend their income;
(E) recognize that citizens, through legal political activities, can influence economic decisions make by government;
(F) acknowledge the role of government in regulating unreasonable restraint on competition by either producers or consumers;
(G) support competition by either producers or consumers;
(H) support competition as it affects the quantity and quality of goods and services produced;
(I) recognize that as individuals act in their own economic interest they may also serve the economic interest of others; and
(J) compare the control and treatment of public and private property.

(4) Application of social studies skills. The student shall be provided opportunities to:

(A) locate and gather information;
(B) observe for detail;
(C) translate information from one medium to another;
(D) organize and express ideas in written form;
(E) distinguish fact from opinion;
(F) analyze information;
(G) draw conclusions;
(H) synthesize information;
(I) develop criteria for making judgments;
(J) use problem-solving skills;
(K) sequence historical data and information;
(L) draw inferences; and
(M) perceive cause-effect relationships.

ESSENTIAL ELEMENTS IN SOCIAL STUDIES
UNITED STATES HISTORY
(FROM RECONSTRUCTION TO THE PRESENT)

(1) Emergence of the United States as a world power. The student shall be provided opportunities to:

- (A) describe the causes and effects of United States involvement in foreign affairs and in international conflicts;
- (B) describe the United States international political, humanitarian, economic, and military cooperative efforts; and
- (C) analyze the foreign policies of the United States and their impact on the nation.

(2) Geographic influences on the historical development of the United States. The student shall be provided opportunities to:

- (A) describe how population movements and patterns of settlement in the United States were influenced by physical features;
- (B) identify major United States population centers and their importance;
- (C) identify former United States overseas possessions and explain their present status;
- (D) describe the national government land policies and their historical significance;
- (E) locate and explain the importance of selected historical sites;
- (F) examine the uses, abuses, and preservation of natural resources and the physical environment of the United States; and
- (G) understand how geographic patterns of economic resources influenced the development of the United States.

(3) Economic development and growth of the United States. The student shall be provided opportunities to:

- (A) understand the development of the United States banking system;
- (B) analyze the impact of new developments in science and technology on business, industry, and agriculture;
- (C) explain the economic impact of various wars on the United States;
- (D) explain the development and importance of new business and labor organizations;

(E) identify significant business, industrial, and labor leaders of the United States;

(F) understand the impact of business cycles, deflation, and inflation on the United States;

(G) describe the overseas expansion of United States trade; and

(H) analyze the changing relationship of government and the economy.

(4) Social and cultural developments of the United States. The student shall be provided opportunities to:

(A) describe the long-term social impact of the Civil War and Reconstruction;

(B) explain the causes for and impact of immigration;

(C) recognize the contributions of ethnic and racial groups and individuals to the growth and development of the United States;

(D) analyze majority-minority group relations;

(E) describe population movements and patterns of settlement;

(F) identify social reform movements, leaders, issues, and results;

(G) analyze the impact of science and technology on social and cultural developments; and

(H) describe developments in art, music, literature, drama, and other culturally related activities.

(5) Political development of the United States. The student shall be provided opportunities to:

(A) describe the long-term political effects of the Civil War and Reconstruction;

(B) analyze the major historical documents that relate to the development of the United States;

(C) describe major political campaigns, elections, issues, and leaders;

(D) understand major political reform movements, leaders, issues, and results;

(E) evaluate constitutional developments reflected by amendments and court interpretations; and

(F) analyze the growth and development of the three branches of federal government.

ESSENTIAL ELEMENTS IN SOCIAL STUDIES
AMERICAN CULTURE STUDIES

(1) History and contributions of selected cultural, racial, and ethnic groups. The student shall be provided opportunities to:

- (A) identify cultural, racial, and ethnic groups that have settled in the United States and explain reasons for their immigration;
- (B) explain the multicultural nature of the discovery, exploration, and settlement of the United States;
- (C) recognize the contributions of various cultural, racial, and ethnic groups and individuals to the development and growth of the United States;
- (D) understand the interaction of selected groups with individuals and groups from various religious, national, racial, and ethnic backgrounds; and
- (E) trace the historical origins of selected groups.

(2) Cultures of selected cultural, racial, and ethnic groups. The student shall be provided opportunities to:

- (A) identify special celebrations and events and explain their connections with cultural, racial, and ethnic groups;
- (B) recognize examples of cultural borrowing that reflect the multicultural aspects of the nation;
- (C) describe the art, music, literature, drama, and other culturally related activities of various groups;
- (D) analyze the influences of selected groups on American culture, particularly in the Southwest;
- (E) identify efforts of various groups to maintain cultural identity in relation to the dominant culture; and
- (F) analyze the diverse lifestyles of groups selected for study.

PHYSICAL AND PSYCHOLOGICAL SAFETY

- **Social Studies**

U. S. and World History (W. Hist.)
U. S. Government (Gov.)
Sociology (Soc.)
Psychology (Psy.)
Advanced Social Science Problems (ASSP)

- **Home Economics Education**

Food Science and Nutrition (FSN)
Individual and Family Life (IFL)
Parenting and Child Development (PCD)
Comprehensive Home Economics (CHE)
Advanced Child Development (ACD)
Advanced Food Science & Nutrition (AFSN)
Food Production Management & Services (FPMS)

- **Science**

Introductory Physical Science (IPS)
Physical Science (PS)
Introductory Biology (IB)
Biology I & II (B)
Chemistry I & II (C)
Physics I & II (P)

- **Technical Education**

Technology Education (TE)
Trade & Industrial Education (T&I)

- **Health Education**

Health I (H)
Health II (H)

PHYSICAL SAFETY

	SOCIAL STUDIES	SCIENCE	HEALTH	TECHNICAL EDUCATION	HOME ECONOMICS
Practices and Rules of Safety • Demonstrate practices rules of safety to avoid injury and prevent accidents in the home, school, and community		• School Safety Rules (H, IPS, PS,IB,B,C,P) • Infectious Diseases (B,IB)	• School Safety Rules (H) • Infectious Diseases (H)	• School Safety Rules (T&I,TE)	• Home Safety Rules (CHE,PCD,ACD, FSN, • Safety Rules in Employment (AFSN,FPMS, ACD)
People Help Each Other to Be Safe • Discuss ways people can help each other to be safe in the home, school, and community		• School Personnel (IPS,PS,IB,B,C,P)	• Family Members (H)	• School Personnel (T&I,TE)	• Family Members (CHE,PCD,ACD, IFL,AFSN) • Employment (FPMS)
Civic Responsibilities Toward Safety • Recognize one's civic responsibilities toward safety rules and authority figures in home, school, and community	• Respecting and Supporting Laws of Society(GOV, W.HIST)		• Maintaining a Healthy Environment (H)	• Support State and National Laws (T&I,TE)	• Support State and National Laws (CHE,PCD,ACD, FPMS)

PSYCHOLOGICAL SAFETY

	SOCIAL STUDIES	SCIENCE	HEALTH	TECHNICAL EDUCATION	HOME ECONOMICS
Behavior and Consequences • Identify acceptable and unacceptable behavior and the consequences of one's actions	•Accepting Consequences of Decisions(W. HIST,ASSP,PSY, SOC)		• Recognizing Signs of Abusive Behavior (H)		• Accepting Consequences of Decisions and Behavior (CHE,PCD,ACD, IFL,AFSN,FPMS)
Developing a Positive Self Concept • Demonstrate a positive attitude toward self	• Demonstrating Respect for Self and Others (W. HIST,ASSP,PSY, SOC,GOV)		• Demonstrating Healthy Attitudes Toward Own Sexuality (H)		• Developing Self-awareness and Skills for Self-Direction (CHE,ACD,IFL, FSN)
Emotions and Their Effects • Describe various emotions and their effects on self, family, and others	• Dealing with Peer Pressure (PSY, SOC)		• Identifying Warning Signs of Suicide (H) • Distinguishing Between Positive and Negative Attitudes Toward Life(H) • Distinguishing Among Different Kinds of Love (H)		• Fostering Emotional and Social Development (CHE PCD,ACD,IFL)

SOCIAL STUDIES
PHYSICAL AND PSYCHOLOGICAL SAFETY

Attitudes/Values/Skills	GRADE 12
• Recognize that individuals must accept the consequences of their decisions	**United States Government** • Identify the purposes and impact of major political documents on the lives, rights, and responsibilities of individuals in the United States
• Respect the laws of one's society and work responsibly to change laws that one judges to be unjust	• Analyze specific Supreme Court decisions and explain how the due process of law protects individual rights in the United States
• Support the rules and laws of one's school, community, state, and nation	• Distinguish the factors that influence an individual's political beliefs and behavior
	• Support the concept that good citizenship in the United States is related to the Constitution system of laws and not to the interpretations of individual leaders
	Sociology • Explain aspects of culture including beliefs, mores, traditions, folkways and social problems

SCIENCE EDUCATION
PHYSICAL AND PSYCHOLOGICAL SAFETY

Grades 9-12
• Demonstrate proper laboratory procedures with emphasis on safety (lP, PS, IB, B, HB, C, HC,P, HP, PA, A, ES)
• Explains how the body defends itself against infectious diseases. (B)
• Relate the impact of AIDS on life in the United States.(B)
• Identify causative organisms, transmission symptoms, and prevention/treatment of human diseases. (B)

Course: Food Science and Nutrition

(i.3)(A) Apply principles of consumership. p. 35

(i.3)(C) Relate the effects of work space and equipment on meal preparation. p. 37

(i.3)(D) Apply safety and sanitation procedures in food preparation tasks. pp. 39-45

(i.2)(A) Compare cultural influences on individual and family food options. p. 26

HOME ECONOMICS EDUCATION
PHYSICAL AND PSYCHOLOGICAL SAFETY

Course: Individual and Family Life

(c.1)(A) Explain the basic functions of the family. pp. 1-2

(c.4)(C) Relate the use of community resources to family well-being. pp. 151-152

(c.5)(C) Determine components of responsible parenthood. p. 174

(c.6)(D) Describe domestic violence including causes, prevention, and coping resources. pp. 198-201

(c.2)(E) Investigate laws related to the family. p. 70

(c.3)(A) Summarize responsibilities of living as an independent adult. pp. 77-78

(c.6)(A) Discuss potential family problems and crises. pp. 187-189

(c.3)(A) Summarize responsibilities of living as an independent adult. pp. 73-76, 78-79

(c.3)(B) Demonstrate communication and conflict resolution skills. pp. 93-96

(c.3)(E) Describe the impact of cultural background on interpersonal behavior. pp. 105-108

(c.5)(A) Analyze factors affecting the decision to parent. pp. 167-169

(c.3)(A) Summarize responsibilities of living as an independent adult. pp. 79-80

Course: Parenting and Child Development

(d.2)(A) Summarize ways to promote physical development of children. pp.32, 34, 37

(d.2)(F) Explain methods of guidance and discipline. pp-54-64

(d.3)(H) Analyze alternatives for child care. pp. 83-84

(d.4)(A) Identify parenting behavior indicative of child abuse tendencies. pp. 87-88

(d.4)(B) Point out parenting behaviors abusive to children. pp. 89-90

(d.4)(C) Explain ways to meet needs of children in crisis. pp.91-97

(d.3)(A) Describe methods of sharing parental responsibilities. p. 68

(d. 3)(I) Outline local, state, and national resources focusing on children. pp. 84-85

(d.1)(A) Summarize the responsibilities of human sexuality. pp. 1-5

(d.1)(E) Analyze the impact of marital relationships on the children. p. 17

(d.2)(G) Determine techniques to promote character development. pp. 64-65

(d.8)(B) Project how one's present behavior impacts present goals. pp. 5-6

(d.2)(B) Describe the emotional and social development of children and techniques for fostering such development. pp. 38-44

HOME ECONOMICS EDUCATION
PHYSICAL AND PSYCHOLOGICAL SAFETY

Course: Comprehensive Home Economics

(b.3)(C) Apply basic clothing construction and/or alteration techniques. pp. 70, 72

(b.7)(B) Relate sanitation and safety to food and nutrition. pp. 143-146

(b.8)(B) Evaluate methods of meeting the safety needs of families. pp. 177-180

(b.1)(H) Describe the rights and responsibilities of family members and families. pp. 31-33

(b.2)(D) Summarize forms of child abuse, their causes, and methods of control. pp. 57-59

(b.1)(H) Describe the rights and responsibilities of family members and families. pp. 30-31

(b.8)(A) Summarize ways to promote individual and family health. p. 173-176

(b.1)(C) Analyze factors involved in socially responsible behavior. pp. 11-12

(b.1)(E) Apply strategies for managing peer pressure. pp. 20-22

(b.1)(F) Describe the functions of the family in meeting personal and societal needs. p. 24

(b.1)(G) Relate personal commitment to family strength and well-being. p. 26

(b.5)(E) Identify the decision-making steps, influences, and implications. pp. 109-112

(b.8)(C) Explain factors affecting individual family health decisions. pp. 180-193

(b.1)(A) Apply techniques to develop self-awareness and skills for self direction. pp. 1-4

(b.1)(B) Describe the physical, social, emotional, and intellectual development of teenagers. p. 4-7

(b.2)(A) Describe the basic needs of children. pp. 40-45

(b.2)(B) Describe the responsibilities of the caregiver in meeting developmental needs of children. pp. 45-53

(b.2)(C) Explain various methods of management and guidance. pp. 54-56

(b.1) (G) Relate personal commitment to family strength and well-being. p. 29

HOME ECONOMICS EDUCATION
PHYSICAL AND PSYCHOLOGICAL SAFETY

Course: Advanced Child Development

(e.3)(D) Identify developmentally appropriate sex-related information for children of different ages. pp. 69-70

(e.1)(A) Describe responsibilities of parenting. p. 2

(e.1)(D) Describe responsible behavior in prevention and control of disease. pp. 10-14

(e.2)(C) Identify neonatal care essential to the well-being of the child. p. 29-32

(e.4)(A) Describe guidance methods and factors influencing their effectiveness. p. 75

(e.5)(A) Discuss the effects parent/guardian employment has on the development of the child. p. 93

(e.5)(C) Discuss societal tends impacting children. pp. 103-104

(e.4)(B) Assess society's role in protecting the rights of children. pp. 85-86

(e.5)(B) Identify local, state, and national resources related to children. pp. 93-94

(e.5)(D) Summarize forms, causes, effects, prevention, and treatment of child abuse. pp.119-120

(e.2)(B) Outline the impact of genetics, environment, and mother's health on prenatal development. pp. 23-24

(e.3)(A) Explain various theories and principles of growth and development. pp. 37-40

(e.3)(B) Describe the interrelationships of social, emotional, intellectual, physical, and moral development of the child. pp. 61-64

(e.3)(F) Point out the impact of parenting/caregiver practices on a child's self-esteem. pp.72-74

Course: Advanced Food Science and Nutrition

(j.2)(B) Outline safety and sanitation practices considerations for food processing and packaging. pp. 26-27

(j.1)(E) Assess the safety factors of various intentional and incidental food additives. pp. 10-13

Course: Food Production, Management, and Services

(k.3)(B) Apply safety and sanitation techniques in food handling, preparation, service, storage, and cleanup.

(k.3)(D) Use large and small food service equipment as appropriate for prescribed tasks.

(k.3)(A) Apply federal, state, and local sanitation codes for food service establishments.

TECHNOLOGY EDUCATION
PHYSICAL AND PSYCHOLOGICAL SAFETY

Grades 9-12

- Identify concepts and skills related to safety and safe working conditions. (TE) (T&I)
- Demonstrate safe operations and use of selected tools and equipment to avoid injury. (TE) (T&I)
- Maintain safe conditions in the laboratory. (TE) (T&I)
- Select a commercially made product and prepare a maintenance program for it. (TE) (T&I)
- Investigate appropriate state and federal safety laws. (TE) (T&I)
- Prepare safety posters for the use of power tolls and equipment. (TE) (T&I)
- Demonstrate proper safety procedures. (TE) (T&I)

HEALTH
SAFETY

GRADE 9	GRADE 10	GRADE 11	GRADE 12
• Distinguish between positive and negative attitudes toward life			
• Distinguish among different kinds of love			
• Explain strategies for dealing with anger			
• Identify common warning signs of suicide			
• Demonstrate healthy attitudes toward one's own sexuality			
• Identify and understand signs of abusive behavior			
• Describe reasons for using, not using, and quitting alcohol and tobacco products			

PHYSICAL SAFETY, GRADES 9-12

PRACTICES AND RULES OF SAFETY

	Resources	
	Instructional	Community

School Safety Rules

ACTIVITY: Using materials safety data sheets (MSDS) transparencies of Benedict's Solution and sodium hydroxide, instruct students how to read and to interpret MSDS sheets. Have students complete student study guide sheets by working individually, in pairs, or in groups on sulfuric acid. 10

Assessment: Distribute an MSDS sheet on cupric sulfate and have students individually list the following information: a. formula, b. appearance, c. reactivity, d. health hazards, e. fire hazards, f. special precautions.

(Essential Elements/Activities/Assessments: TE-75.50.5, 75.50.7B, 75.85.6, 75.85.6C)

Home Safety Rules

(Essential Elements/Activities/Assessments: HE-6.7B, CHE pp. 143-146; b.8B, CHE pp. 177-180; i.3D, FSN pp. 39-45; j. IE, AFSN pp. 10-13) 11

PEOPLE HELP EACH OTHER TO BE SAFE

School Personnel

ACTIVITY: In the annual staff development workshop on the Texas Hazard Communication Act, teachers will work in groups to interpret and use MSDS to read and interpret NFPA chemical labels and to state general safety procedures. 10

Assessment: Teachers will state the major features of the Texas Hazard Communications Act and provide evidence that the individual components are being implemented in their individual classrooms and laboratories.

(Essential Elements/Activities/Assessments: TE-75.50.7A, TE-75.85.6)

CIVIC RESPONSIBILITIES TOWARD SAFETY

Respecting and Supporting Laws of Society

(Local Objectives: SS-A.V.S. 1D, 2A-2L)

ACTIVITY: As a class, prepare a list of community resource people whom students might interview regarding state and city government. Help students develop questions that will help them learn respect for law. 13

Assessment: Divide the class into groups of four. Tell members of each group to evaluate (validate or invalidate) each of the questions about respect for the law and tell why they selected the person they did.

Support State and National Laws

(Essential Elements/Activities/Assessments: HE-e.4B, PCD pp. 85-86; TE-75.86.6C) 13

PSYCHOLOGICAL SAFETY

BEHAVIOR AND CONSEQUENCES

Resources

Accepting Consequences of Decisions

(Local Objectives: Psychology B.6, B.7, Sociology B.3)

ACTIVITY: This activity is an opportunity for group members to learn more about their own thoughts and feelings and to practice understanding the thoughts and feelings of others. Hint: The teacher can "prime the group" by preparing one or more members beforehand to be prepared to be the first volunteer to tell about their thoughts/feelings. Group members need to be trained both to analyze their feelings and to listen to others.

Instructional	Community
Argus-A division of DLM Communications-Lifetime (1975)	4 7 16

PROCEDURE: Seat students in a circle so that each person can see everyone else. Remind students of the basic rules.

1. No put downs, name callings, etc.
2. Each person has equal opportunity to talk if they wish
3. No interruptions and no one forced to talk

Keep session short (10-20 min. per topic) and keep the discussion flowing. Do not let one or two students dominate. At the end of the sessions ask the following type of closure questions.

1. What did you learn from this session?
2. What did you notice during this session that was of special interest to you or that surprised you?
3. What did you learn about yourself or someone else you didn't know before?
4. How did you feel about sharing such thoughts/feelings?
5. In what way did this experience make you feel good? bad?

TOPICS

1. Something New or Good in My Life
2. One of the Nicest Things That Ever Happened to Me
3. Something I Enjoy Doing That I Do Well
4. Something I Think Is Beautiful
5. A Time I Trusted My Feelings/Instincts
6. A Time I Felt Sad
7. A Time I Was Very Angry
8. A Time I Was Embarrassed
9. Something I Like and Don't Like or About Which I Feel Good and Bad
10. A Time I Helped Someone or Did Something Nice for Someone
11. Remembering a Special Time and What Made It Special (Who Was There? What Were the Surroundings? What Happened?)

Assessment: Have students answer the following question: How do feelings of anger affect dealing with other people?

Recognizing Signs of Abusive Behavior

(Local Objective: H-B.10)

ACTIVITY: Discuss the physical, verbal, emotional, and sexual forms of abusive behavior which a child may experience, as well as the variety of physical and behavioral symptoms that abused children may exhibit.

Instructional	Community
Houghton Mifflin *Human Sexuality*, pp. 141-142	7 4 19 22

Resources	
Instructional	**Community**
Houghton Mifflin *Health*, p. 296	
	4 6 7
	16 18 21

Assessment: Have students draw three columns on a sheet of paper. Have them label the three columns "Behavioral," "Emotional," and "Physical." Students are to describe four signs of abuse in each of the three columns.

__Accepting Consequences of Behavior__

(Essential Elements/Activities/Assessments: HE-e.1D, ACD pp. 10-14; b. 1D, CHE pp. 7-10; c.3B, ACD pp. 93-96; d.8B, PCD pp. 5-6)

DEVELOPING A POSITIVE SELF-CONCEPT

__Demonstrating Respect for Self and Others__

(Local Objectives: Sociology B.2, B.3; Psychology B.6)

ACTIVITY: The teacher gives each student three activity sheets (see Handouts #1, 2, 3) allowing ten minutes for completion. When all of the students have finished, the teacher will prompt the students share their answers. For example: "Jim, can you share with the group some of the words you choose for What Are you like. Sue, what were some important items you identified on "What's Important to You? What items were not important to you? If possible, all students should be encouraged to share their answers.

Assessment: Have the students write the answers to these questions:

1. List five things that you feel would best describe you as a person.
2. List the items that you had difficulty answering. Why?

ACTIVITY:

1. Distribute one lemon to each student. Direct each student to examine his/her lemon carefully by rolling it, squeezing it, fondling it, inspecting it, etc. Ask them "to get to know their lemon" and select a name for it. Encourage them to identify in their minds the strengths and weaknesses of their lemon.
2. Collect all the lemons and visibly mix them up in front of the group.
3. Spread out all the lemons on a table and ask all students to come forward and select their original lemon. If conflicts develop over their choices, assist the parties in reconciling their differences, or simply note the failure to agree and use that as a basis for later discussion.

Discussion Questions:

1. How many are very sure they reclaimed their original lemon? How do you know?

2. What parallels are there between differentiating many lemons and differentiating many people? What differences are there?

3. Why can't we get to know people just as rapidly as we did the lemons? What role does the skin play (for lemons and for people)?

Resources

Assessment: Have students write answers to the following questions:

1. What principles of human behavior does this bring to light?
2. Why is self-examination usually more difficult than evaluation of others?

Developing Healthy Attitudes Toward One's Own Sexuality

(Local Objective H-B.9)

ACTIVITY: Guide students in a discussion on developing self-esteem and taking control of their own lives when dealing with human sexuality. Have students write a list of behaviors that relate to the development of a sexual being, such as dating and selecting appropriate wearing attire. Discuss with students some of these behaviors and whether the behaviors contribute to the development of healthy and positive attitudes.

Instructional	Community
Houghton Mifflin *Health,* Chs. 5 and 15	6 7 9 12

Assessment: Have students write a sexual profile of themselves, including the following information: traits which may be considered as unique to themselves, influences that have helped them to develop a positive sexual self-concept, and steps which they can take to continue developing healthy attitudes toward their own sexuality. Ask for volunteers to share their profiles with the class.

Developing Self-Awareness and Skills for Self-Direction

(Essential Elements/Activities/Assessments: HE-d.2 G, PCD pp. 64-65; b.1A, CHE pp. 1-4; b-1 B, CHE pp. 4-7; d.2B, PCD pp. 38-44)

Instructional	Community
	16 20

EMOTIONS AND THEIR EFFECTS

Dealing with Peer Pressure

(Local Objectives: Psychology B.6)

ACTIVITY: Most of us have been brought up to believe that it is not "right" to say nice things about one's self or others. This activity attempts to change that attitude by having teams of two students share some personal qualities with one another. In this exercise, each person provides his or her partner with the response to one, two, or all three of the following suggested dimensions.

Instructional	Community
	4 16 20 21

1. Two *physical attributes* I like in myself
2. Two *personality qualities* I like in myself
3. One *talent* or *skill* I like in myself

Explain that each comment must be a positive one. No negative comments are allowed! (Since most students will not have experienced such a positive encounter, it may take some gentle nudging on your part to get them started.)

Discussion Questions:

1. On hearing the assignment, how many of you smiled slightly, looked at your partner, and said, "You go first"?
2. Did you find this to be a difficult assignment to start?
3. How do you feel about it now?

Resources

Assessment: Have students answers to the following questions:
1. What other positive attributes or qualities could be included in this activity?
2. Why is it difficult for us to say positive things about ourselves?

ACTIVITY: Pass out four 3 x 8 strips of paper to each student. Write four stems on the board or call out one at a time. Give class a very limited amount of time to answer the four questions (2-3 minutes, 30-45 seconds per question).
1. I feel angry when others ....
2. I think my anger is ....
3. When others express anger towards me, I ....
4. I think that the anger of others ....

Instructional	Community
Argus-A Division of DLM Communications Lifeline (1975)	

After all students have answered the questions, have them tape answers to their chest, their backs, their desk, or the wall. Process this experience in small groups of 8-10 per group. Appoint group moderators to be sure all have an opportunity for "air time." During the group process, encourage students to recognize that people express anger in different ways, experience the anger of others differently, and have different feelings and ideas about anger (or any other emotion).

Assessment: Have students answer the following question: How do people express anger in different ways?

Distinguishing Between Positive and Negative Attitudes Toward Life

(Local Objective: H-B.3)

ACTIVITY: Divide the class into two groups. Have one group develop a list of examples that indicate a positive attitude toward life. Have the other group develop a list of examples that indicate a negative attitude toward life.

Instructional	Community
Houghton Mifflin *Health*, pp. 74-75	6 9 12 14 17

Assessment: Have each group present a report to the class. Have students add items to both lists and discuss those items where there are differences of opinions.

Distinguishing Among Different Kinds of Love

(Local Objective: H -B.5)

ACTIVITY: Discuss with students the concept that love can be communicated in many different ways. Just as love is expressed in many ways, there are also several types of love. Discuss love for a friend, family love, love in marriage, love of country, and love for humanity. Emphasize how these types of love differ from each other.

Instructional	Community
Houghton Mifflin *Health*, pp. 80-81	12 14 17

Assessment: Have students write a one-page report on "The Loves of My Life." Three types of love must be included in the report, as well as an explanation as to how each love is different from the others. Students may volunteer to share their reports with the class or in small groups.

Fostering Emotional and Social Development

(Essential Elements/Activities/Assessments: HE-b.1B, CHE pp. 4-7; e.3b, ACD pp. 61; d.2B, PCD pp. 38-44)

Instructional	Community
	16 19

WHAT ARE YOU LIKE?

(Handout #1)

Begin at START and draw a line that connects all of the words which you think describe you.

● **START**

serious
interesting
Proud
Smart
Open-minded
imaginative
Likeable
lazy
silly
shy
independent
quiet
careless
capable
brave
worried
selfish
friendly
hostile
honest
confused
sad
lively
thoughtful
kind
happy
jealous
bashful
loud
clean
nervous
helpful

WHAT IS IMPORTANT TO YOU?

Handout #2

	Very Important		Somewhat Important		Not Important
1. religion	1	2	3	4	5
2. family	1	2	3	4	5
3. friends	1	2	3	4	5
4. car	1	2	3	4	5
5. money	1	2	3	4	5
6. clothes	1	2	3	4	5
7. boyfriend or girlfriend	1	2	3	4	5
8. grades	1	2	3	4	5
9. what your peers think think about you	1	2	3	4	5
10. teacher's opinion of you	1	2	3	4	5
11. your appearance	1	2	3	4	5
12. popularity	1	2	3	4	5
13. T. V.	1	2	3	4	5
14. telephone	1	2	3	4	5
15. sports	1	2	3	4	5
16. pets	1	2	3	4	5
17. hobby	1	2	3	4	5
18. intellect	1	2	3	4	5
19. health	1	2	3	4	5
20. weekends	1	2	3	4	5
21. music	1	2	3	4	5
22. school	1	2	3	4	5
23. food	1	2	3	4	5

NAME____ Handout # 3

SELF-ESTEEM INVENTORY

	Like Me	Unlike Me
1. I spend a lot of time daydreaming.	________	________
2. I'm pretty sure of myself.	________	________
3. I often wish I were someone else.	________	________
4. I'm easy to like.	________	________
5. My parents and I have a lot of fun together.	________	________
6. I never worry about anything.	________	________
7. I find it very hard to talk in front of the class.	________	________
8. I wish I were younger.	________	________
9. There are lots of things about myself I'd change if I could	________	________
10. I can make up my mind without too much trouble.	________	________
11. I'm a lot of fun to be with.	________	________
12. I get upset easily at home.	________	________
13. I always do the right thing.	________	________
14. I'm proud of my school work.	________	________
15. Someone always has to tell me what to do.	________	________
16. It takes me a long time to get used to anything new.	________	________
17. I'm often sorry for the things I do.	________	________
18. I'm popular with kids my own age.	________	________
19. My parents usually consider my feelings.	________	________
20. I'm never unhappy.	________	________
21. I'm doing the best work that I can.	________	________
22. I give in very easily.	________	________
23. I can usually take care of myself.	________	________
24. I'm pretty happy.	________	________
25. I would rather play with children younger than I am.	________	________
26. My parents expect too much of me.	________	________
27. I like everyone I know.	________	________
28. I like to be called on in class.	________	________
29. I understand myself.	________	________

Community Resources for Physical and Psychological Safety

1. **Agency: All Saints Episcopal Hospital** Program: Presentations
Target Area: 9-12 Contact: Social Services Department
Phone Number: 926-2544
Description: Community education and referral to medical/health resources.

2. **Agency: American Heart Association** Program: Putting Your Heart into the Curriculum
Target Area: 9
Contact: Pam Hodges or Patricia Evans
Phone Number: 732-1623
Description: Education to decrease heart disease.

3. **Agency: American Red Cross** Program: Health Education and Safety
Target Area: 9-12 Contact: Grace Palmer
Phone Number: 732-4491
Description: Basic first-aid courses and CPR on any level upon request.

4. **Agency: Because We Care, Inc.** Program: Counseling/Presentations
Target Area: 9-12 Contact: Sarah Brooke
Phone Number: 336-8311, ext. 420
Description: Because We Care Specialists are based at certain school sites throughout the FWISD. They provide services in education, prevention, intervention, after care to students and their families. Information and referral counseling related to drug and alcohol abuse.

5. **Agency: Bridge Association, Inc.** Program: Spruce Emergency Youth Shelter
Target Area: 9-12
Teen Talk--Confidential Counseling 336-TALK
Contact: Counselor on duty
Phone Number: 877-4663
Description: Individual, group, and family counseling on a short-term basis for youth.

6. **Agency: Catholic Social Services** Program: Presentations/Counseling
Target Area: 9-12 Contact: Theresa Rembert
Phone Number: 926-1231
Description: Family Counseling including parent-child, group, and individual. Presentations on self-esteem, feelings, and other personal issues.

7. **Agency: Charter Hospital** Program: Substance Abuse, Self Esteem
Target Area: 9-12
Contact: Joe Milligan or Kimber Scott
Phone Number: 292-6844
Description: Awareness, education and prevention of chemical abuse. Psychiatric disorders.

8. **Agency: Department of Human Services**
Program: Presentations
Target Area: 9-12
Contact: Any worker who answers the phone
Phone Number: 335-4921 (24 hours)
Description: Accepts and investigates child abuse reports, refers child and family to agencies as needed; foster care is given, also.

9. **Agency: F.A.C.T.S. (Family Assessment, Consultation and Therapy Service) Inc.**
Program: Counseling
Contact: Leslie R. "Dick" Brockman
Target Area: 9-12
Phone Number: 921-6858/654-FACT (metro)
Description: Counseling to individuals, groups, and families concerning anger control, sex abuse, and substance abuse.

10. **Agency: Fire Department, Fort Worth**
Program: Fight Fire With Care
Learn Not to Burn
Target Area: 9-10
Contact: George Strahand or Cameron Brown
Phone Number: 870-6861
Description: A counseling program called "Fight Fire With Care," in conjunction with the Child Study Center. Available for juvenile firesetters ages 2-16. Also a program called "Learn Not to Burn," used by some schools in their curriculum. The purpose is to educate children about fire safety.

11. **Agency: Fort Worth Fire Department**
Program: Presentations
Target Area: 9
Contact: Captain Roy Knight
Phone Number: 870-6865
Description: Programs and materials on fire safety and prevention of fires in the home.

12. **Agency: Fort Worth Girls Club**
Program: Presentations on Sexual Abuse and Dealing with Stress
Target Area: 9-12
Contact: Sally De Foor
Phone Number: 926-0226
Description: Preventing Teen Pregnancy on how to talk to parents about sexuality.

13. **Agency: Fort Worth Police Department**
Program: Presentation
Target Area: 9
Contact: Officer K. P. Middleton
Phone Number: 870-7153
Description: Safety precautions to take when traveling to and from school. Includes dealing with strangers, bicycle safety, crosswalk safety.

14. **Agency: Harris College of Nursing**
Program: Presentation
Target Area: 9-12
Contact: Ann Kirkham, Assistant Professor
Phone Number: 236-7048
Description: Sexual abuse, rape, and how to deal with emotional and psychological abuse.

15. **Agency: March of Dimes**
Target Area: 9-12
Program: Presentations on Safety
Contact: Laurie Lane, Director of Community Health Education
Phone Number: 284-2702
Description: Speakers and classroom presentations on health related subjects, i.e. prenatal care, nutrition, drugs. Free film library. Health career scholarships for qualifying high school seniors. Professional inservice in prenatal area. Limited financial assistance to post-polio patients.

16. **Agency: Mental Health Association of**
Target Area: 9-12
Program: Effective Learning Materials Felt Board Stories on Identifying Feelings
Contact: Carolyn Goodspeed
Phone Number: 335-5405
Description: Information, referral and educational services related to mental health. Programs on self-esteen and stress management.

17. **Agency: Parenting Guidance Center**
Target Area: 9
Program: Effective Parenting
Contact: Barbara Anderson
Phone Number: 332-6348
332-6399 (Warm line for parents)
Description: Counseling services for parents who desire to develop positive parenting skills.

18. **Agency: Parenting Guidance Center**
Target Area: 9
Program: Parenting Education Program for Schools (PEPS)
Contact: Pam Chevreaux
Phone Number: 332-6348
Description: Five-day presentation by trained volunteers, covering topics relating to parenting skills and responsible decision making.

19. **Agency: Rape Crisis Program of the Women's Center of Tarrant County**
Target Area: 9-12
Program: Counseling and Emotional Support for Rape Victims
Contact: Susan Loving Harris
Phone Number: 338-1126
Description: Emotional support for youth as they go through the trauma of medical and legal procedures and information sharing.

20. **Agency: Tarrant Council on Alcoholism and Drug Abuse**
Target Area: 9-12
Program: Presentation
Contact: Kim Kirchoff, Director of Education
Pam Dunlop, Assistant Director
Phone Number: 332-6329
Description: Covers topics on developing a positive self-image, effects of peer pressure, knowledge of drug safety.

21. **Agency: Texas Christian University**
Target Area: 9-12
Program: Presentation
Contact: Barbara Brown Herman, Director, Alcohol and Drug Education
Phone Number: 921-7100
Descripton: Self-esteem, coping with addictive parents, drug education, nutrition and eating disorders, communication skills and decision making.

22. **Agency: Texas Christian University**
Target Area: 9-12
Program: Presentation
Contact: Dr. Harris Klinefelter, Counseling Center
Phone Number: 921-7863
Description: Eating Disorders and Sexual Abuse.

23. **Agency: The Treatment Place (Parents United)**
Target Area: 9-12
Program: Individual Therapy for the Abused and Abuser
Contact: Rita Foust
Phone Number: 877-3440 (24 hours)
Description: A counseling service for youth who have been sexually abused. A counseling program for the perpetrator.

RESOURCES, STRATEGIES, AND PLANNING

TABLE OF CONTENTS

Community Resources 1

FWISD Resources 15

School Resources 19

Instructional Strategies 23

Instructional Planning Models 43

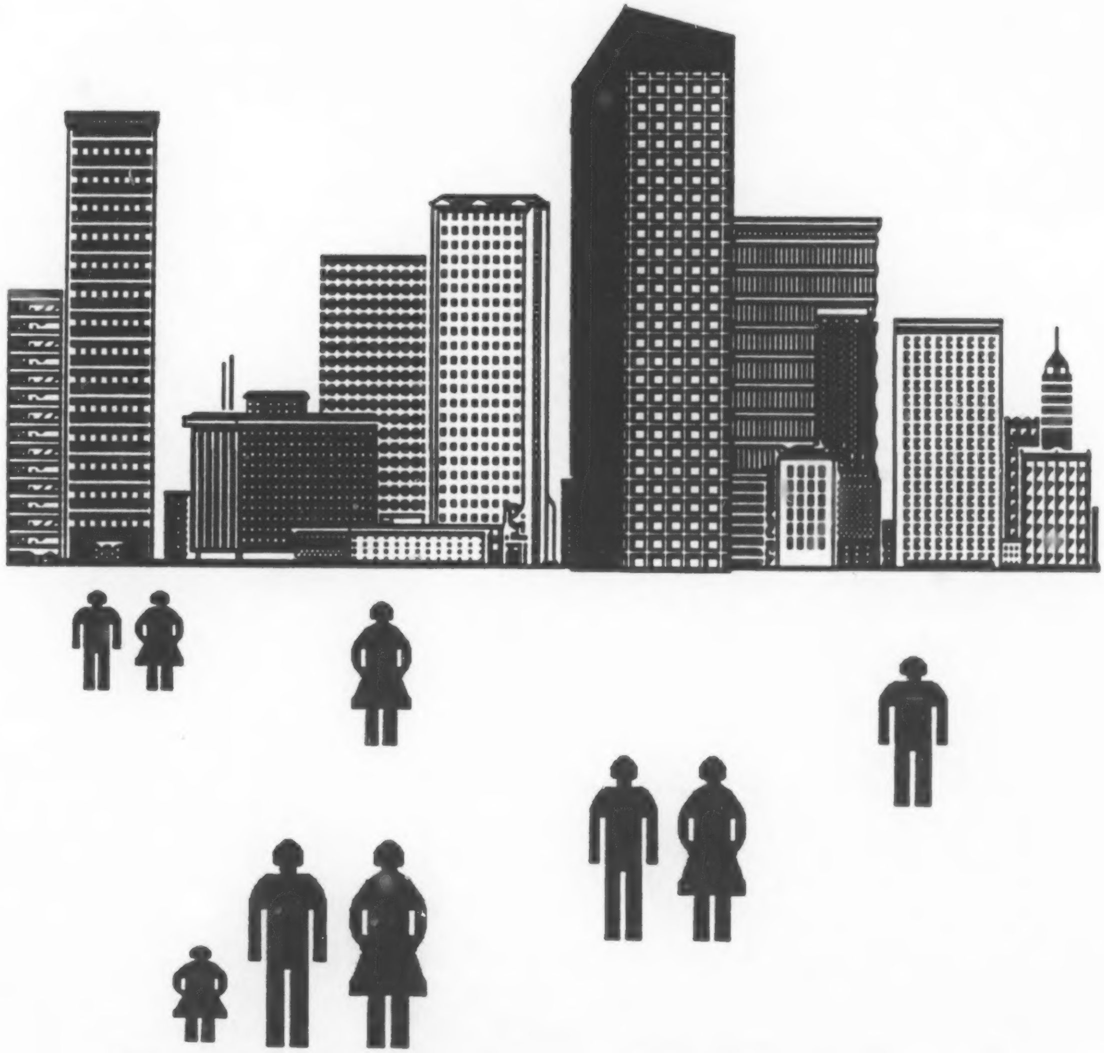
ACKNOWLEDGMENT

The office of the Director of Curriculum would like to thank the following individuals for their efforts in the development of this section of the Fort Worth Independent School District curriculum documents:

Ann Hoover, Administrative Intern to Director of Curriculum
Judy Satterwhite, Gifted Specialist, Elementary Education

Nancy J Timmons
Nancy J. Timmons
Director of Curriculum

COMMUNITY RESOURCES



A

Resources	FT	S	Information
Adult Probation Department 200 W. Belknap Fort Worth, Texas (817) 535-6363 Contact: Lori Baldwin		✓	A presentation on probation or the criminal justice system.
Al-Anon-Alateen Information Service 1203 Lake St. Fort Worth, Texas (817) 336-2492		✓	Services provided for children of alcoholics.
American Cancer Society 2222 Montgomery St. Fort Worth, Texas (817) 737-3185 Contact: Loretta		✓	Presentations are made to meet the needs of the age group with regards to health education. Films are viewed with a question/answer period following.
American Red Cross-Tarrant County 6640 Camp Bowie Fort Worth, Texas (817) 732-4491 Contact: Grace Palmer		✓	Classroom presentations on services of the Red Cross, first aid, and national disaster relief
Amon Carter Museum 3501 Camp Bowie (817) 738-6811 Fort Worth, Texas Contact: Anne Farmer, Art Museum Tour Coordinator	✓		Tours of Museum's permanent collections and special exhibitions conducted by trained docents. Can enhance curriculum objectives in Texas and U.S. History.
Animal Control (817) 870-7398 Contact: Guy Natalie		✓	Classroom presentation by officers regarding responsible pet ownership, bite prevention, and adoption. Puppet show and VCR tape included in presentation. Appropriate for grades K-6.
Asian Cultural Center (817) 870-1127 Contact: Mike Goldberg		✓	Classroom presentations on the history and culture of Asian society.

FT=Field Trip
S=Speaker Available

B

Resources	FT	S	Information
Big Brothers and Sisters of Tarrant County 1209 W. Freeway (817) 877-4277 Contact: Lanny Hassell		✓	This agency can provide information about their program which allows students to learn more about this organization. Also can provide information about a career in social work.
Black Art Gallery-Profiles in Pride 1000 E. Rosedale (817) 870-9709	✓	✓	Tour or classroom presentation available upon request.
Botanic Gardens 3220 Botanic Garden Drive, North Contact: Clara Wilson, Education Office (817) 870-7682	✓		Tours on various topics available.
Bureau of Engraving and Printing 6850 Blue Mound Rd. (817) 232-5833 Contact: Receptionist	✓		Tour of the federal building to view the process of printing money.

C

Resources	FT	S	Information
Casa Manana 3101 W. Lancaster (817) 332-9319 or 332-6221 Contact: Katheleen Tronsor, Dona Shriner, or Daphne Kaplan	✓	✓	Special daytime performances (10:00 a.m.) weekdays and class presentations for grades K-12. Theatre school for K-12 with scholarships available.
Cattleman's Museum 1301 W. 7th St. Fort Worth, Texas (817) 332-7064 Contact: Carol Williams, Museum/ Foundation Coordinator	✓		Historical and current day look at the cattle and ranching industries in Texas. Films and educational materials also available.
Center for Economic Education P. O. Box 5427 Denton, Texas 76203-5427 Contact: Dr. William Witter		✓	Resource persons and materials for economics education.
Child Abuse Prevention P. O. Box 5128 Arlington, Texas 76005 (817) 640-5090 Contact: Audra Bennett		✓	Class presentation on the prevention of child abuse and services available to the community.

Resources	FT	S	Information
Citran (City Transit Service) 2304 Pine St. (817) 870-6226 Contact: Bobby Dike	✓		Tour consists of visiting Citran's property. A bus is provided to transport the group to and from school.
Comprehensive Crime Prevention Program 913 Taylor St. Fort Worth, Texas (817) 870-6600 Contact: Receptionist		✓	Presentations are available on the following subjects: child safety, self protection for women, home security, and fraud prevention. Other topics may be requested.

F

Resources	FT	S	Information
Fort Worth Aviation Dept. Meacham Field Terminal Building (817) 624-1127 Contact: Jan Till	✓		Tour of the terminal building. Watch planes take off and land. Those over 12 years may visit the control tower. Special tours may be arranged for older groups who are interested in aviation related careers.
Fort Worth Boys' Club 2000 Ellis Ave. Fort Worth, Texas (817) 624-8405 Contact: Unit Director	✓	✓	A tour of the Boys' Club and explanation of the purpose and services provided.
Fort Worth-Clean City Program (817) 870-6360 Contact: Sally Barmley		✓	Program for lower elementary students with audiovisuals.
Fort Worth Chamber of Commerce 700 Throckmorton St. Fort Worth, Texas Contact: Receptionist (817) 336-2491		✓	Speakers available to describe the ways in which the Chamber attracts new businesses to the area, as well as the services provided to existing Fort Worth businesses.
Fort Worth City Hall 1000 Throckmorton Fort Worth, Texas (817) 870-7551 Contact: Olivia Rodriguez	✓	✓	Tours of City Hall and speakers on a variety of topics in city government.
Fort Worth Convention and Visitors Bureau 700 Throckmorton Fort Worth, Texas (817) 336-8791 Contact: Diane Wolf		✓	Slide show and oral presentation on history of Fort Worth and tourist attractions.

Resources	FT	S	Information
Fort Worth Employment and Training Dept. "The Working Connection" 440 So. Main Fort Worth, Texas (817) 870-8790		✓	Wide range of topics covered regarding employment and training.
Fort Worth-Fire Safety Education 1000 Throckmorton Fort Worth, Texas (817) 870-6865 Contact: Capt. Roy Knight		✓	Presentation of film and question/answer session on fire prevention and safety.
Fort Worth Girls' Club 1425 8th Ave. Fort Worth, Texas (817) 926-0226 Contact: Sally Defore		✓	Classroom presentation on services provided by organization.
Fort Worth Hispanic Chamber of Commerce 2315 N. Main Fort Worth, Texas (817) 625-5411 Contact: Receptionist		✓	Speakers available on a variety of topics related to business opportunities for Hispanics.
Fort Worth Metropolitan Black Chamber of Commerce 2914 E. Rosedale Fort Worth, Texas (817) 531-8510		✓	Speakers available on a variety of topics related to business opportunities for Blacks.
Fort Worth Municipal Court "Teen Court" 1000 Throckmorton Fort Worth, Texas (817) 870-8680	✓	✓	Available to make presentations to classes during which a video tape is shown followed by a question/answer session. Students may also serve as volunteers in Teen Court.
Fort Worth Museum of Science and History 1501 Montgomery St. Fort Worth, Texas (817)732-1631 Contact: Group Services Office	✓		One-hour guided tour of museum exhibits. Special emphasis may be placed on a variety of topics. Tours presented Tuesday through Friday at 9:30 and 11:00 a.m. Maximum: 60 students per tour.
Fort Worth Nature Center Rt. 10 Box 53 Fort Worth, Texas (817) 237-1111 Contact: Receptionist	✓		One-hour guided trail walk uses natural history items such as skulls and seeds to familiarize students with the natural world. Specialized programs available on request. Students divided into groups of 10-12. Maximum group size 80.

Resources	FT	S	Information
Fort Worth Opera Association 3505 W. Lancaster Fort Worth, Texas (817) 731-0833 Contact: Ginger Head	✓	✓	One-act opera performing troupe. Two 3-week performance periods, 1 spring, 1 fall, and one-act children's opera with question/answer time following. Also with program: make-up and set assembly demonstration.
Fort Worth Park & Rec. Dept. Historic Log Cabin Village (817) 926-5881 Contact: Receptionist	✓		Students visit the historic log homes and grist mill. Demonstrations of various pioneer crafts and the operations of a stone ground mill.
Fort Worth Police Dept. 350 W. Belknap Fort Worth, Texas (817) 877-8017 Contact: Patrol Captain's Office		✓	A wide variety of topics can be covered dealing with crime prevention and the work of the police.
Fort Worth Public Health Dept. 1800 University Dr. Fort Worth, Texas (817) 870-7213 Contact: Kathy Biernat, Education Dept.	✓	✓	A tour of the health department. Classroom presentations on a variety of health matters.
Fort Worth Star-Telegram 400 W. 7th St. Fort Worth, Texas (817) 336-9271 Contact: Receptionist, Educational Services	✓	✓	Tour includes all departments of the Star-Telegram and speakers describe the processes involved in gathering and printing the news.
Fort Worth Symphony Orchestra 4401 Trail Lake Dr. Fort Worth, Texas (817) 921-2676 Contact: Nancy Buchanan	✓	✓	A presentation including the following: History of symphony, description of types of instruments, listening to types of music, and the inner workings of an orchestra.
Fort Worth-Tarrant County Young Lawyers Association Texas Building (817) 338-4092 Contact: Receptionist		✓	Classroom presentations on law-related topics and law as a career.
Fort Worth Zoo (817) 870-7055 Contact: Zoo Education Dept.	✓		Guided tours provide students the opportunity to learn the proper care of animals and meet the people who care for the animals in a zoo.

G

Resources	FT	S	Information
Genealogy Librarian Fort Worth Public Library 300 Taylor St. Fort Worth, TX (817) 870-7740		✓	Speakers and tours to prepare students for genealogical research.
General Motors Corp. 2525 E. Abram Arlington, Texas (817) 649-6254 Contact: Office of Plant Security	✓		Tours of assembly plant are conducted at no charge Mon-Fri.
General Services Administration 819 Taylor St. Fort Worth, Texas (817) 334-2321 Contact: Marcelio Banks		✓	A general discussion on the purpose, function, and general operation of a government agency; information on how to begin a career in government service.

H

Resources	FT	S	Information
Historic Preservation Council for Tarrant County 902 S. Jennings Ave. (817) 338-0267 Contact: Marty Craddock		✓	Speakers provide information about the preservation of historical buildings in Tarrant County.

I

Resources	FT	S	Information
International Training in Communications "Toastmistress" (817) 926-2288 Contact: Crystal Ward		✓	Training in public speaking and speakers available on a variety of topics. Organized extra-curricular club for high school. For details in organizing, contact Mary Hern, 923-5382.
Inter Cultura 1810 8th Ave. Fort Worth, Texas (817) 332-4691 Contact: Nicky Holland		✓	Presentations on world cultures and their interdependence with each other.

K

Resources	FT	S	Information
Kimbell Art Museum 3333 Camp Bowie Fort Worth, Texas (817) 738-6811 Contact: Art Museum Coordinator	✓		Guided tours of the permanent collection and special traveling exhibitions are offered. A number of tours have been designed to fulfill essential elements. Slide programs on art elements, periods, world areas available. Free. Call Education Department, 332-8451
KDTN/KERA Educational Services Department 300 Harry Hines Blvd. Dallas, Texas 75201 (214)871-1390		✓	Guide for librarians and classroom teachers of educational programming to be recorded.
KTVT Channel 11 Television 4801 W. Freeway Fort Worth, Texas (817) 451-111 Contact: Penny Preston		✓	Classroom visitors to speak on directing the television news cast.
KXAS Channel 5 TV 3900 Barnett St. Fort Worth, Texas Contact: Weatherman-Channel 5	✓	✓	Tours of weather reporting facilities only.

L

Resources	FT	S	Information
League of Women Voters 101 S. Jennings Ave. Fort Worth, Texas (817) 336-1333 Contact: Linda Burgess-236-1988 for Speaker's Bureau		✓	The voting process and national, state, and local candidates are discussed by classroom speakers.

M

Resources	FT	S	Information
Modern Art Museum of Fort Worth 1309 Montgomery Fort Worth, Texas (817) 738-9215 Contact: Tour Coordinator	✓		General and special exhibition tours provided. Guided tours offer students an opportunity to view and discuss various works of modern art. Two-three weeks advance notice required. Free.

N

Resources	FT	S	Information
NAACP-National Association for the Advancement of Colored People 1063 Evans Ave. Fort Worth, Texas (817)332-8919 Contact: Receptionist		✓	Speakers available to discuss the current issues and concerns of Black Americans.
NCNB-TEXAS Marketing Department (817) 390-6161 Contact: Sami Roop		✓	Class presentations on the banking industry.
Noble Planetarium-Museum of Science and History 1501 Montgomery St. Fort Worth, Texas (817) 732-1631 Contact: Group Services	✓		Presentations allow students to explore the universe. Sophisticated multi-media equipment helps create an environment where each student's imagination is stimulated. Topics vary. Minimum cost per student.

O

Resources	FT	S	Information
Omni Theatre-Fort Worth Museum of Science and History 1501 Montgomery St. Fort Worth, Texas (817) 732-1631 Contact: Group Services	✓		Film programs on a variety of scientific and/or cultural topics. Topics vary according to available film.

P

Resources	FT	S	Information
Parenting Guidance Center 2928 W. 5th St. Fort Worth, Texas (817) 332-6348 Contact: Receptionist		✓	Topics include individual, marital, and family counseling services. Information available on effective parenting.

S

Resources	FT	S	Information
Safety Council of Fort Worth 301 Oakhurst Scenic Drive Fort Worth, Texas (817) 831-0641 Contact: Rommie Terrell or Jack Mitchell		✓	Education programs dealing with accident prevention in the home, in traffic, in the workplace, and in recreational pursuits.
Saint Joseph Hospital 1401 S. Main Fort Worth, Texas (817) 336-9371 Ext. 6815 Contact: Paula Mitchem		✓	A wide range of topics presented by individuals of Speaker's Bureau. Contact resource person for listing of topics.
Scott William Edrington Theatre 3505 W. Lancaster Fort Worth, Texas (817) 738-6509 Contact: Bill Garber	✓		Discount rates for preview of every show - $3 per student. Tour of facilities to view play set may also be arranged. Contact Mr. Garber for arrangements.
Sid Richardson Collection of Western Art Museum 309 Main Street Fort Worth, TX (817) 332-6554 Contact: Jan Brenneman	✓		Tour of museum's permanent collection includes discussion of art elements, Western artists such as Remington and Russell, and 19th and early 20th century history and civilization.
Story Patch Players 6706 Camp Bowie Fort Worth, Texas (817) 738-7549		✓	Theatrical productions for elementary students. Fee charged for services.

T

Resources	FT	S	Information
Tarrant Council on Alcoholism and Drug Abuse 617 7th Ave. Suite 305 Fort Worth, Texas (817) 332-6329 Contact: Ellen Nelson or Ramzie Gillespie		✓	Classroom presentation and video on social problems of alcohol and drug abuse.
Tarrant County Association for the Blind 912 W. Broadway Fort Worth, Texas (817) 332-3341 Contact: Wayne Pound	✓	✓	A tour of the workshop for the blind. Observe production lines and product assembly. Speakers give general overview of agency services and the disability of blindness.
Tarrant County Black Historical and Genealogical Society 1020 E. Humbolt Fort Worth, Texas (817) 332-6049 Contact: Mrs. Lenora Rolla		✓	Class presentations on Black history and genealogical methodology.

Resources	FT	S	Information
Tarrant County District Attorney 200 W. Belknap Fort Worth, Texas (817) 334-1116 Contact: Tad Howington	✓	✓	Speakers available to give overview of county government and tours of county offices and courthouse may be arranged.
Tarrant County Humane Society 1840 E. Lancaster Fort Worth, Texas (817) 332-5681 or 332-5367 Contact: Lynn Bussington		✓	Film shown about functions of the Humane Society. Question/answer session concerning abuse, neglect, and population.
Tarrant County Junior College 1500 Houston St. Fort Worth, Texas (817) 877-9212 Contact: Nila Barker		✓	Speakers available on a wide variety of topics. Contact Ms. Barker for speakers' bureau listing.
Tarrant County Juvenile Retention Center 2701 Kimbo Rd. Fort Worth, Texas (817) 834-6311 Contact: Receptionist	✓	✓	Tour of facilities for limited number of students and guest speakers available.
Teen Challenge of Fort Worth 747 Samuels Ave. Fort Worth, Texas (817) 336-8191 Contact: Receptionist		✓	A film is shown followed by a discussion and question/answer session on drug prevention.
Texas Agricultural Extension Service 200 W. Bluff St. Fort Worth, Texas (817) 334-1293 Contact: Geneva Smith		✓	A presentation discussing urban landscapes, gardening, agribusiness, plant science, etc.
Texas Christian University 3825 Hilltop Rd. Fort Worth, Texas (817) 921-7490 Contact: Charleen McGilvray	✓	✓	Tours of specific subject areas or general tour of campus may be arranged. Presentations can be made concerning choosing a college, financial aid for college, and history of TCU. Contact various departments for subject specialists.
TU Electric Service 115 W. 7th St. Fort Worth, Texas (817) 336-9411 Contact: Receptionist	✓	✓	Tour of power plant for 5th grade and up and electric service building for 9th grade up. Tours by reservation Monday-Friday. Free loan of films and programs on energy for K-12. Classroom speakers are available upon request.

Resources	FT	S	Information
Texas Employment Commission 301 W. 13th St. Fort Worth, Texas (817) 335-5111		✓	Information on choosing an occupation, making contacts in search of employment, making appointments for interviews etc.
Texas Heritage Inc. "Thistle Hill" 1509 Pennsylvania (817) 336-1212 Contact: Susan Hasker or Danelda Crouse	✓		Volunteers conduct 1/2 hour to 1 hour tours of Thistle Hill. Allows students to view the way of life of the Fort Worth Cattle barons and to participate in an architecture-scavenger hunt. Cost: $1.50per student
Texas Rangers 1250 Copeland Rd. Fort Worth, Texas (817) 273-5222 Contact: Taunee Paur		✓	Local major league baseball club maintains a speakers' bureau. Will send speakers to classrooms.

U

Resources	FT	S	Information
U. S. Air Force-Carswell A.F.B. (817) 782-7157 Contact: Sgt. Becky Robinson	✓		A drive-thru explanation of the Air Force Base, a military dog demonstration, a base fire station tour, and a tour and explanation of B-52D and KD 135 Aircraft assigned to Carswell.

V

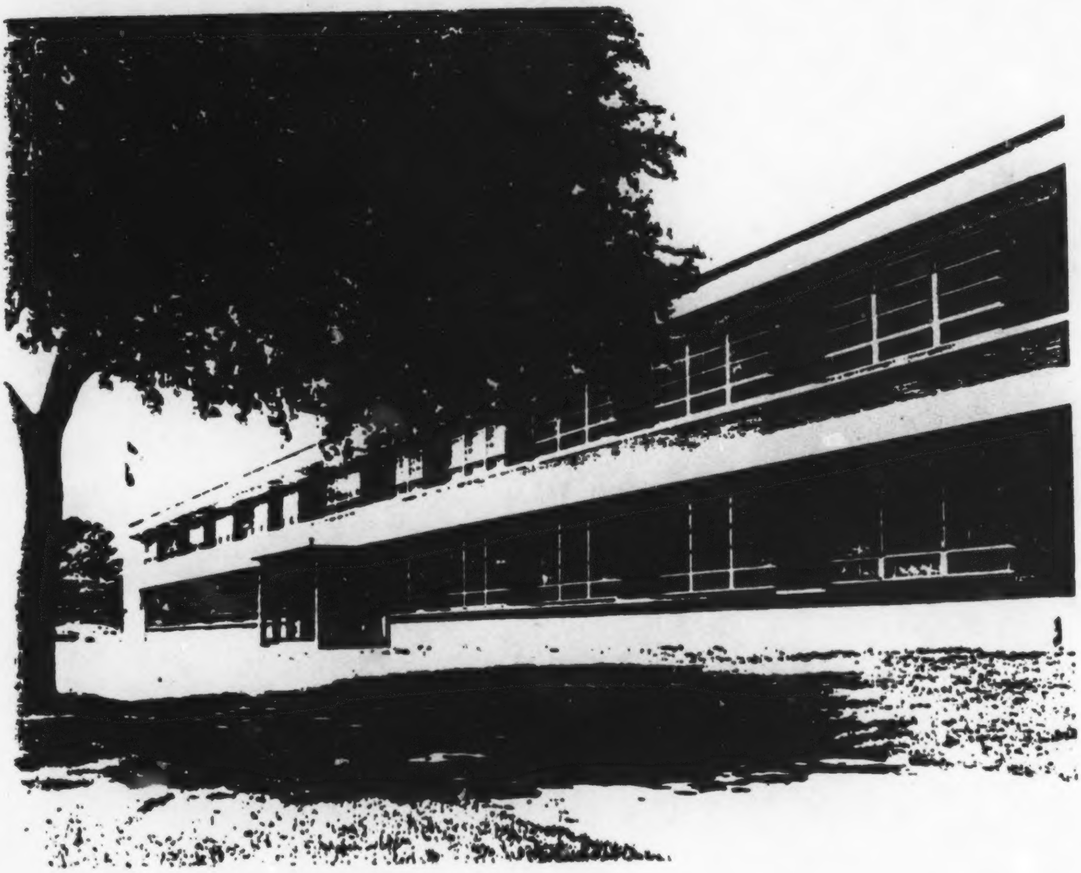
Resources	FT	S	Information
Vietnam Veteran's Center 1305 W. Magnolia Ave. Fort Worth, Texas (817) 921-3733 Contact: Don Waak or Hugh McKay		✓	Counselors at Vietnam Vet Center will speak to classes on their experiences in and perspectives of Vietnam.

W

Resources	FT	S	Information
Weaver and Tidwell, C.P.A.'s 1500 Sinclair Fort Worth, Texas (817) 332-7905		✓	An informal lecture/response to a question session is presented. Also, a personal financial statement slide presentation for book-keeping classes.
Women's Center of Tarrant County 1723 Hemphill Fort Worth, Texas (817) 927-4040 Contact: Mary Blasingame		✓	Classroom presentation on issues affecting women.

FORT WORTH INDEPENDENT SCHOOL DISTRICT

RESOURCES



FORT WORTH INDEPENDENT SCHOOL DISTRICT

RESOURCES

ADMINISTRATIVE STAFF

Dr. Don R. Roberts, Superintendent of Schools	878-3707
Mr. Eugene Gutierrez, Associate Superintendent, Non-Instructional Services	877-5687
Dr. Morris Holmes, Associate Superintendent, Instructional Services	878-3710
Ms. Jo Ann Houston, Assistant Superintendent, Personnel Services	878-3721
Dr. Dan Powell, Assistant Superintendent, Elementary and Secondary Education	878-3728
Dr. Midge Rach, Assistant Superintendent, Instructional Planning and Development	927-1910
Mr. Eldon Ray, Assistant Superintendent, Operations and Construction	625-9883
Mr. Joe Ross, Assistant Superintendent, Community, Employee, and Governmental Relations	878-3725
Dr. John Sawyer, Assistant Superintendent, Business and Finance	878-3705
Dr. J. D. Shipp, Assistant Superintendent, Instructional Support	878-3719

OFFICES/DEPARTMENTS

Adopt-A-School	878-3723
Art	927-0458
Athletic	335-1802
Business Transportation	534-3375
Choral and General Music	927-1768
Communications/Information Center	336-2626
Bilingual/ESL	927-0228
Curriculum	927-0845
Production/Distribution	926-2492
Elementary Schools	878-3724
High Schools	878-3734
Middle School	878-3735
Early Childhood Education	921-2823
English/Language Arts Program Director	927-1876
Foreign Language Program Director	927-0528
Gifted and Talented Program	927-0609
Health Education Program Director	921-2651
Instructional Computing Program Director	921-1774
Instrumental	926-1199
Mathematics	927-1877
Physical Education	921-2811
Professional Development	927-1900
Professional Library and Media	735-4898
Reading	927-0923
Science	927-0731
Social Studies	927-1908
Vocational and Adult Education	878-3743

PERIODICALS IN THE PROFESSIONAL LIBRARY 1989-1990

American Journal of Education

Appraisal: Science Books for Young People

Arithmetic Teacher

Bulletin of the Center for Children's Books

Classroom Computer Learning

Counselor Education and Supervision

Educational Leadership

Educational Technology

Elementary School Journal

English Journal

Equity and Excellence

Exceptional Children

Executive Educator

Five Owls

Gifted Child Quarterly

Gifted Child Today

Hornbook

Instructor

Phi Delta Kappan

Psychology Today

Reading Teacher

School Science and Mathematics

Science and Children

Science Books and Films

Science Teacher

Social Education

Social Studies

Techtrends

Journal of Counseling and Development

Journal of Learning Disabilities

Journal of Physical Education, Recreation, and Dance

Journal of Reading

Journal of School Health

Language Arts

Library Journal

Mathematics Teacher

Modern Language Journal

Oasis

Vocational Education

SCHOOL RESOURCES

SCHOOL RESOURCES 1989-1990

Title	Name	Expertise
Principal		
Assistant Principals		
Teachers as Resources		
Special Program Coordinators		
Instructional Specialists		
Department Chairperson/ Lead Teacher		
Counselors		
Librarian		
Nurse		
Attendance Clerk		
Financial Clerk		
Head Custodian		
Food Service Manager		
PTA/PTO President		
Other		

INSTRUCTIONAL STRATEGIES

"Many instructional models have been developed for educating our youth. Instructional methods should provide opportunities for the students to organize their ideas in ways meaningful to them. We recognize that a variety of instructional methods is appropriate. Certain methods may be effective for developing skills, while another method may be more effective for higher level thought. Variety in instructional methods has been shown to be crucially important."
--Grayson H. Wheatley

Students Generally Remember:

10% of what they READ
20% of what they HEAR
30% of what they SEE
40% of what they HEAR & SEE
70% of what they SAY
90% of what they SAY as they Do

WEBBING

ANALOGIES

CRITICAL THINKING

COOPERATIVE LEARNING

GRAPHIC ORGANIZERS

CREATIVE THINKING

TEACHING STRATEGIES

for Cueing THINKING in the CLASSROOM

"Strategy 1"

Think-Pair-Share

Think-Pair-Share is a multimode discussion cycle in which students listen to a question or presentation, have time to "think" individually, talk with each other in "pairs" and finally "share" responses with the larger group. The teacher signals students to switch from "listen" to "think" to "pair" to "share" by using cues (fig. 1).

Students raise their hands only on signals, *not* directly after the question or a response. Students may write or diagram their thoughts. In this activity, teachers also give cues on options for "how" students are to think or work in pairs. For instance, teachers may cue the students to reach concensus, engage in problem solving, or assume the role of devil's advocate (fig. 2).

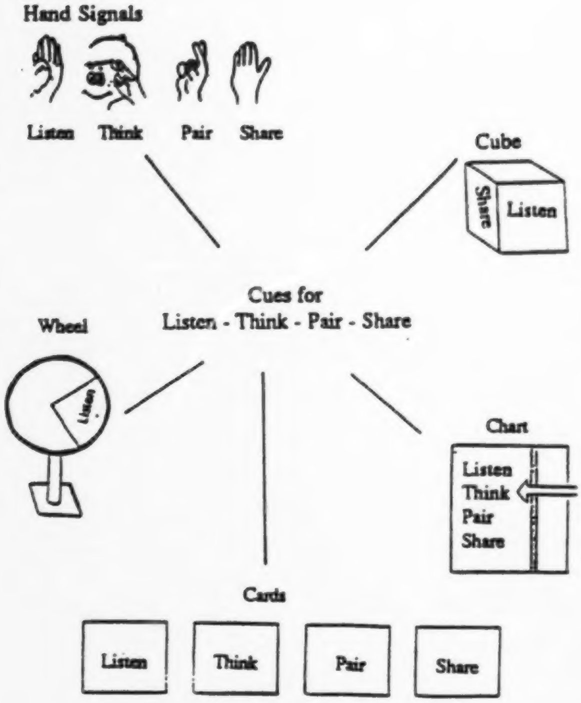

Hand Signals
Listen
Think
Pair
Share
Cube
Share
Listen
Cues for
Listen - Think - Pair - Share
Wheel
Listen
Chart
Listen
Think
Pair
Share
Cards
Listen
Think
Pair
Share

Fig. 1. Cues for Think-Pair-Share

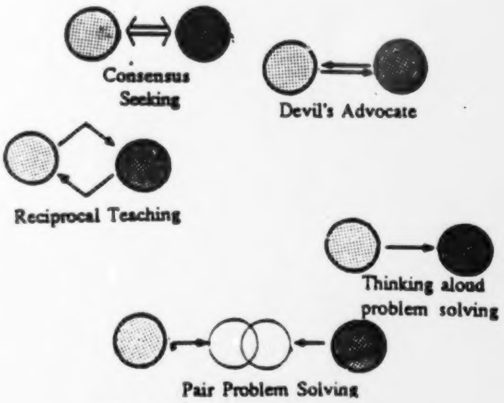

Consensus Seeking
Devil's Advocate
Reciprocal Teaching
Thinking aloud problem solving
Pair Problem Solving

Fig. 2. Think-Pair-Share Structures

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"Strategy 2"

Reading Reference
Bookmark

While you read--
Tell
yourself what the
author says.
Ask
yourself if what you are
reading makes sense.
Picture
what the author
describes.
Identify
the main ideas.
Predict
what will come next.

If you don't understand--
Identify
the problem.
Remind
yourself of what you want
to find out.
Look Back.
Look Ahead.
Slow Down.
Ask
for help.

After you read--
Retell
what you read in your own
words.
Summarize
the most important ideas.
Ask
yourself questions and
answer them.
Picture
in your mind what the
author described.
Decide
what was especially
interesting or enjoyable.

Ready Reading Reference

If one analyzes the differences between good and poor readers, the importance of the strategic behaviors that good readers spontaneously employ before, during, and after their reading would be obvious.

The Ready Reading Reference bookmark was developed to summarize knowledge about "good reader" strategies. The bookmark serves as a tangible instructional tool and a concrete cue for students during independent reading.

These instructional tools can easily be made for classroom use and adapted to the appropriate grade.

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"Strategy 3"

Questioning/Discussion Strategies Bookmark

Teachers can integrate effective questioning and discussion strategies into their daily repertoires by referring to a "cueing" bookmark which features question starters on one side and discussion strategies on the other. *During classroom discussion, the bookmark reminds teachers to use these promising strategies .*

Front

Questioning for Quality Thinking

Acknowledge—Identification and recall of information
who, what, when, where, how ____________________?
Describe ______________________________

Comprehension—Organization and selection of facts and ideas
Tell ________________________ in your own words.
What is the main idea of ____________________?

Application—Use of facts, rules, principles
Now is ____________ an example of __________?
Now is ____________ related to ____________?
Why is __________________________ significant?

Analysis—Separation of a whole into component parts
What are the parts or features of ________________?
Classify ___________ according to ____________.
Outline/diagram/web ___________________________.
How does ___ compare/contrast with ____________?
What evidence can you list for _________________?

Synthesis—Combination of ideas to form a whole
What would you predict/infer from ______________?
What ideas can you add to ____________________?
How would you create/design a new ______________?
What might happen if you combined ______________
with ______________________________?
What solutions would you suggest for ____________?

Evaluation—Development of opinions, judgments, or decisions
Do you agree __________________________?
What do you think about ____________________?
What is the most important ___________________?
Prioritize ________________________________.
How would you decide about __________________?
What criteria would you use to assess ____________?

Back

Strategies to Extend Student Thinking

- **Remember "wait time I and II"**
  Provides at least three seconds of thinking time after a question and after a response
- **Utilize "think-pair-share"**
  Allow individual thinking time, discussion with a partner, and then open up the class discussion
- **Ask "follow-ups"**
  Why? Do you agree? Can you elaborate? Tell me more. Can you give an example?
- **Withold judgment**
  Respond to student answers in a non-evaluative fashion
- **Ask for summary (to promote active listening)**
  "Could you please summarize John's point?"
- **Survey the class**
  "How many people agree with the author's point of view?" ("thumbs up, thumbs down")
- **Allow for student calling**
  "Richard, will you please call on someone else to respond?"
- **Play devil's advocate**
  Require students to defend their reasoning against different points of view
- **Ask students to "unpack their thinking"**
  "Describe how you arrived at your answer." ("think aloud")
- **Call on students randomly**
  Not just those with raised hands
- **Student questioning**
  Let the students develop their own questions
- **Cue student responses**
  "There is not a single correct answer for this question. I want you to consider alternatives."

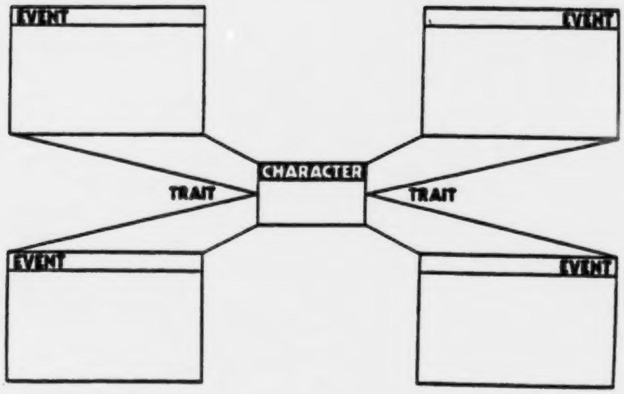
Cueing Bookmark

Source: Language and Learning Improvement Branch, Division of Instruction, Maryland State Department of Education, Mc Tighe, 1985. Reprinted with permission.

"Strategy 4"

Cognitive Mapping

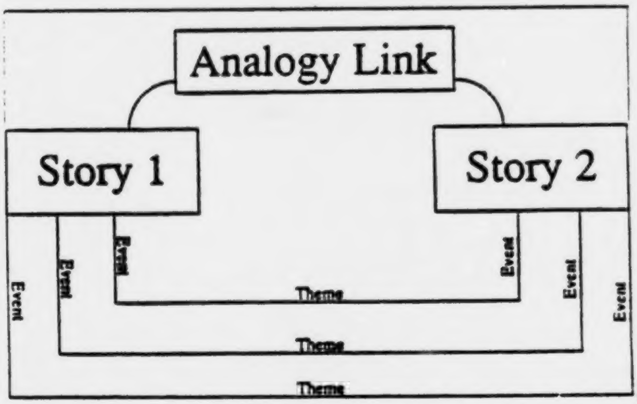
Cognitive maps are effective tools for helping students improve their organizational abilities. These provide a visual, holistic representation of facts and concepts and their relationships within an organizational framework. They help students to 1) represent abstract or implicit information in more concrete form 2) depict the relationships among facts and concepts 3) generate and elaborate ideas; 4) relate new information to prior knowledge and 5) store and retrieve information. These cognitive maps become blueprints for oral discourse and written composition.


EVENT
EVENT
CHARACTER
TRAIT
TRAIT
EVENT
EVENT

Problem	Goal(s)

Alternatives	Pros ⊕ & Cons ⊖
	⊕
	⊖
	⊕
	⊖
	⊕
	⊖
	⊕
	⊖

Decision(s)	Reason(s)


Analogy Link
Story 1
Story 2
Event
Event
Event
Event
Event
Event
Theme
Theme
Theme

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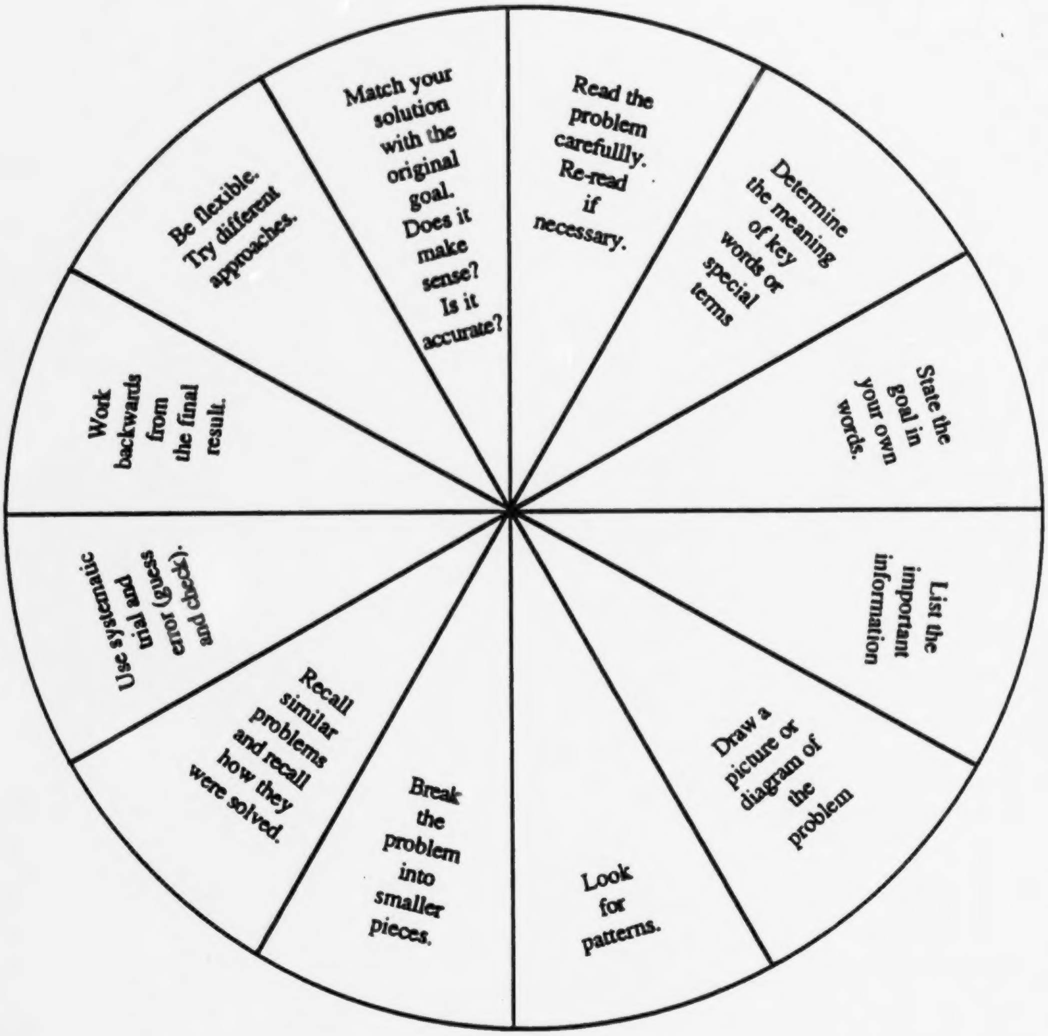
"Strategy 5"

Problem-Solving Strategies Wheel

Teachers who wish to improve student problem solving can spend classroom time examining the solution "process" along with the final answer, model their own strategic reasoning by "thinking aloud," and provide explicit instruction in problem-solving heuristics, using a *Problem Solving Strategies Wheel.* Teachers should project the wheel on a transparency or draw a wheel on a large piece of posterboard, thereby making it an instructional tool that reminds teachers and students of the strategies of the experts.



Read the problem carefullly. Re-read if necessary.
Determine the meaning of key words or special terms
State the goal in your own words.
List the important information
Draw a picture or diagram of the problem
Look for patterns.
Break the problem into smaller pieces.
Recall similar problems and recall how they were solved.
Use systematic trial and error (guess and check).
Work backwards from the final result.
Be flexible. Try different approaches.
Match your solution with the original goal. Does it make sense? Is it accurate?

Transparency

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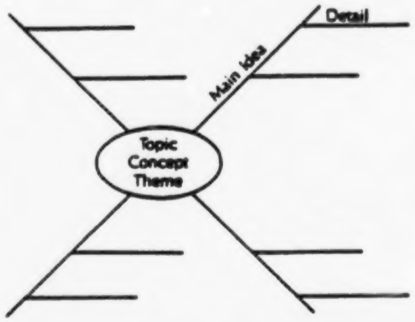
GRAPHIC ORGANIZERS

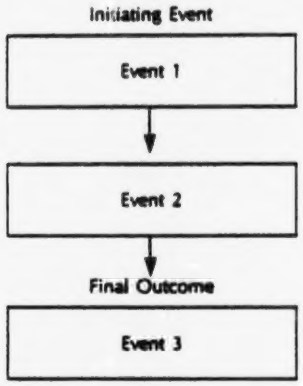
Graphic representations are visual illustrations of verbal statements. Frames are sets of questions or categories that are fundamental to understanding a given topic. Here are shown nine "generic" graphic forms with their corresponding frames. Also given are examples of topics that could be represented by each graphic form. These graphics show at a glance the key parts of the whole and their relations, helping the learner to comprehend text and solve problems.

Spider Map



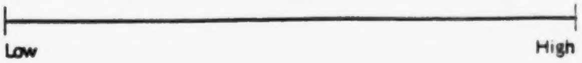
Used to describe a central idea: a thing (a geographic region), process (meiosis), concept (altruism), or proposition with support (experimental drugs should be available to AIDS victims). Key frame questions: What is the central idea? What are its attributes? What are its functions?

Series of Events Chain



Used to describe the stages of something (the life cycle of a primate); the steps in a linear procedure (how to neutralize an acid); a sequence of events (how feudalism led to the formation of nation states); or the goals, actions, and outcomes of a historical figure or character in a novel (the rise and fall of Napoleon). Key frame questions: What is the object, procedure, or initiating event? What are the stages or steps? How do they lead to one another? What is the final outcome?

Continuum/Scale



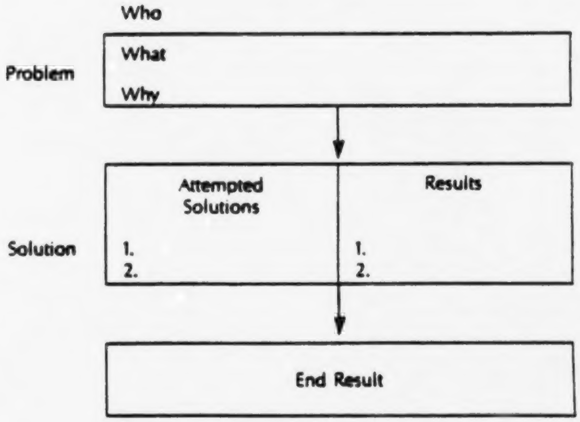
Used for time lines showing historical events or ages (grade levels in school), degrees of something (weight), shades of meaning (Likert scales), or ratings scales (achievement in school). Key frame questions: What is being scaled? What are the end points?

Compare/Contrast Matrix

	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

Used to show similarities and differences between two things (people, places, events, ideas, etc.). Key frame questions: What things are being compared? How are they similar? How are they different?

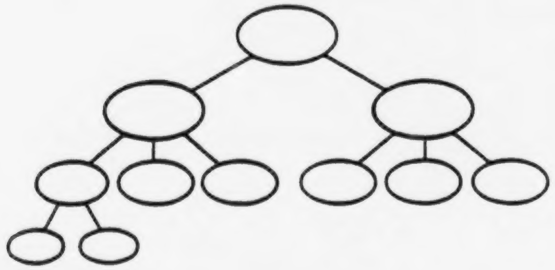
Problem/Solution Outline



Used to represent a problem, attempted solutions, and results (the national debt). Key frame questions: What was the problem? Who had the problem? Why was it a problem? What attempts were made to solve the problem? Did those attempts succeed?

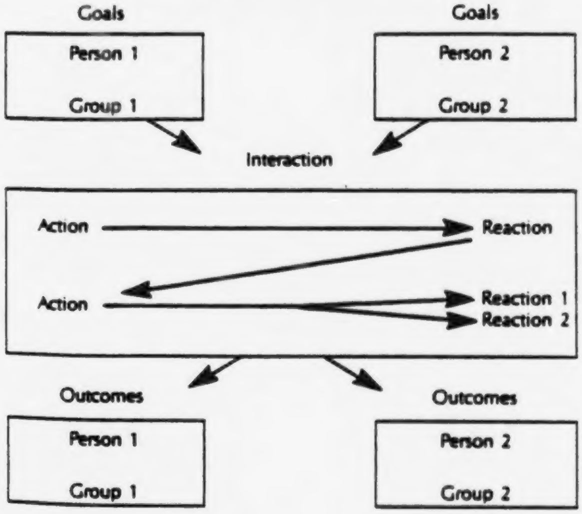
Graphic Organizers (Cont'd)

Network Tree



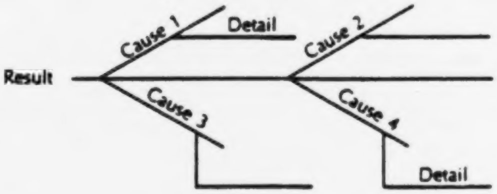
Used to show causal information (causes of poverty), a hierarchy (types of insects), or branching procedures (the circulatory system). Key frame questions: What is the superordinate category? What are the subordinate categories? How are they related? How many levels are there?

Human Interaction Outline


Goals
Person 1
Group 1
Goals
Person 2
Group 2
Interaction
Action
Reaction
Action
Reaction 1
Reaction 2
Outcomes
Person 1
Group 1
Outcomes
Person 2
Group 2

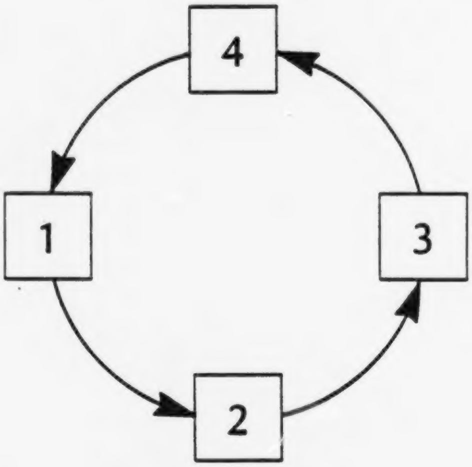
Used to show the nature of an interaction between persons or groups (European settlers and American Indians). Key frame questions: Who are the persons or groups? What were their goals? Did they conflict or cooperate? What was the outcome for each person or group?

Fishbone Map


Result
Cause 1
Detail
Cause 2
Cause 3
Cause 4
Detail

Used to show the causal interaction of a complex event (an election, a nuclear explosion) or complex phenomenon (juvenile delinquency, learning disabilities). Key frame questions: What are the factors that cause X? How do they interrelate? Are the factors that cause X the same as those that cause X to persist?

Cycle



Used to show how a series of events interact to produce a set of results again and again (weather phenomena, cycles of achievement and failure, the life cycle). Key frame questions: What are the critical events in the cycle? How are they related? In what ways are they self-reinforcing?

b

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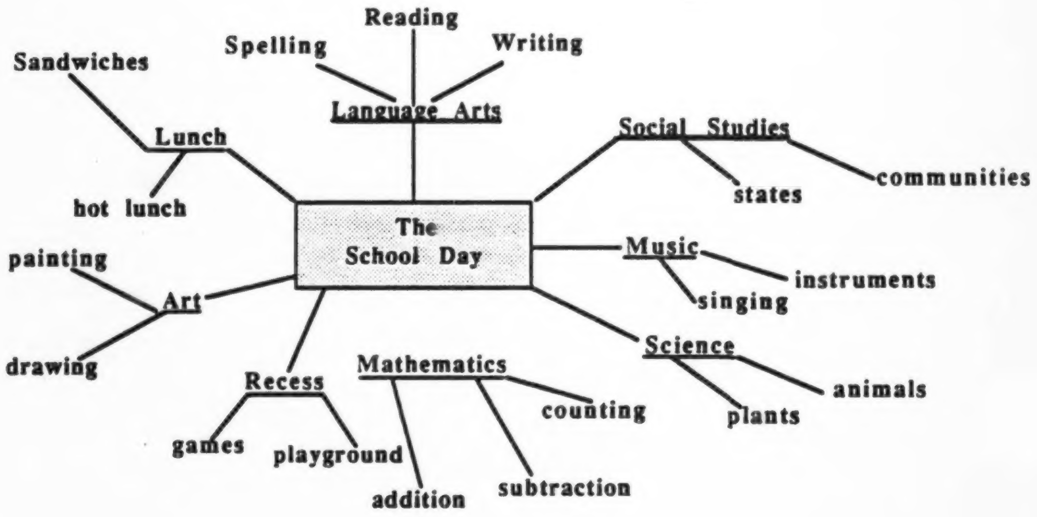
WEBBING

WEBBING is a method of brainstorming or generating ideas on a given topic in which connections among related ideas are shown. By doing a webbing activity, a teacher can determine what the class knows about a certain subject.

PROCESS STEPS:

1. **Choose a major topic.**
2. **Divide the topic into subtopics.**
3. **Show connections between related ideas.**


The School Day
Language Arts
Reading
Spelling
Writing
Lunch
Sandwiches
hot lunch
Social Studies
states
communities
Music
singing
instruments
Art
painting
drawing
Science
plants
animals
Recess
games
playground
Mathematics
counting
addition
subtraction

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DECISION MAKING

DECISION MAKING is a process leading to the selection of one of several options after consideration of facts, ideas, possible alternatives, probable consequences, and personal values.

PROCESS STEPS:

1. **Identify the problem.**
2. **Think of alternative solutions.**
3. **Establish criteria for weighing each alternative.**
4. **Weigh the alternatives on the basis of the criteria.**
5. **Choose the alternative which is rated best.**
6. **Give reasons for your choice.**

CRITERIA

SOLUTIONS

	Easy to make and take	Good for you	Tastes good
Popcorn			
Cup cakes			
Apples			

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TASK ANALYSIS

TASK ANALYSIS is a system for breaking down a task into fundamental skills and subskills. The first step is to define the final performance goal and then to list the skills necessary to attain that goal. This skill is fundamental in problem-solving activities.

PROCESS STEPS:

1. **Define the final performance goal.**
2. **List the steps and skills necessary to reach that goal.**
3. **Follow the steps to determine if they produce the goal.**

BRAINSTORMING

The Goal of Brainstorming is to:

1. **PRODUCE MANY RESPONSES**
2. **ACCEPT ALL RESPONSES**
3. **WITHHOLD PRAISE OR JUDGMENT OF ANY SINGLE RESPONSE GIVEN**
4. **PROVIDE AN ACCEPTING ATMOSPHERE**
5. **HITCHHIKE ON EACH OTHER'S IDEAS**
6. **AIM FOR QUANTITY—NOT ALL RESPONSES WILL BE OF HIGH QUALITY**

GENERALIZATION

A **GENERALIZATION** is a rule, principle, or formula that governs or explains a number of related situations.

PROCESS STEPS:

1. **Collect, organize, and examine the material.**
2. **Identify the common characteristics.**
3. **Make and state a generalization based on the common characteristics.**
4. **Find other instances in which the generalization is true.**
5. **Try to transfer the generalization to other situations or uses.**

ANALOGY

An **ANALOGY** is a comparison which points out similarities between two things that might be different in all other respects or circumstances.
Example: Shoe is to foot as mitten is to (hand).
Nose is to smell as ear is to (hear).

PROCESS STEPS:

1. **Select items that are to be compared.**
2. **Identify the common clues in the items.**
3. **Determine how the first two items are related.**
4. **Complete the analogy by choosing the item that relates to the third item in the same way.**

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CREATIVE THINKING STRATEGIES

FLUENCY

FLUENCY is the ability to produce common responses to a given situation. The emphasis is on quantity rather than on quality. The intent is to build a large store of information or material for further, selective use.

PROCESS STEPS:

1. **Define the situation and determine the category.**
2. **Ask the students for many responses.**
3. **Follow brainstorming rules.**
4. **List all ideas given.**

FLEXIBILITY

FLEXIBILITY is the ability to respond in a variety of categories, to group responses into new uses for familiar objects or situations. Flexibility requires thinking beyond the usual and obvious to the new and original. In the story of the OX-CART MAN, who would expect the farmer to sell his boxes, his ox-cart, his ox, and the ox's yoke and harness, walk home, and begin over again? As with flexibility, the best responses require time to develop. Students need time to incubate the best ideas.

PROCESS STEPS:

1. **Identify the information to be used.**
2. **Examine the items to be used.**
3. **Identify many categories for the material.**
4. **Respond with new and creative categories or uses.**

ORIGINALITY

ORIGINALITY is the ability to generate novel, nontraditional, or unexpected ideas and to interpret these ideas in clever, unique products.

PROCESS STEPS:

1. **Determine and define the situation.**
2. **Ask for original, unique ideas.**
3. **Provide products for sharing the original idea.**

ELABORATION

ELABORATION is the process of adding details to an existing product. Introduce the story by discussing stories of fairies, princesses, knights, kings, and dragons. Help the students elaborate on the basic design of a dinosaur to create a dragon.

PROCESS STEPS:

1. **Examine the basic idea or object to be changed or improved by elaboration.**
2. **Define the basic idea.**
3. **Decide how to add to or expand on the basic idea to make it more interesting or complete.**
4. **Add details to develop a more interesting or useful idea.**

DISCOVERY

DISCOVERY is a method of teaching the processes of science or problem solving in which the teacher silently conducts the demonstration and the students attempt to determine why what is shown occurs.

PROCESS STEPS:

1. **Silently show the demonstration after telling the group to watch carefully and challenging them to try to determine why what they see occurs.**

2. **Collect observations on the chalkboard.**

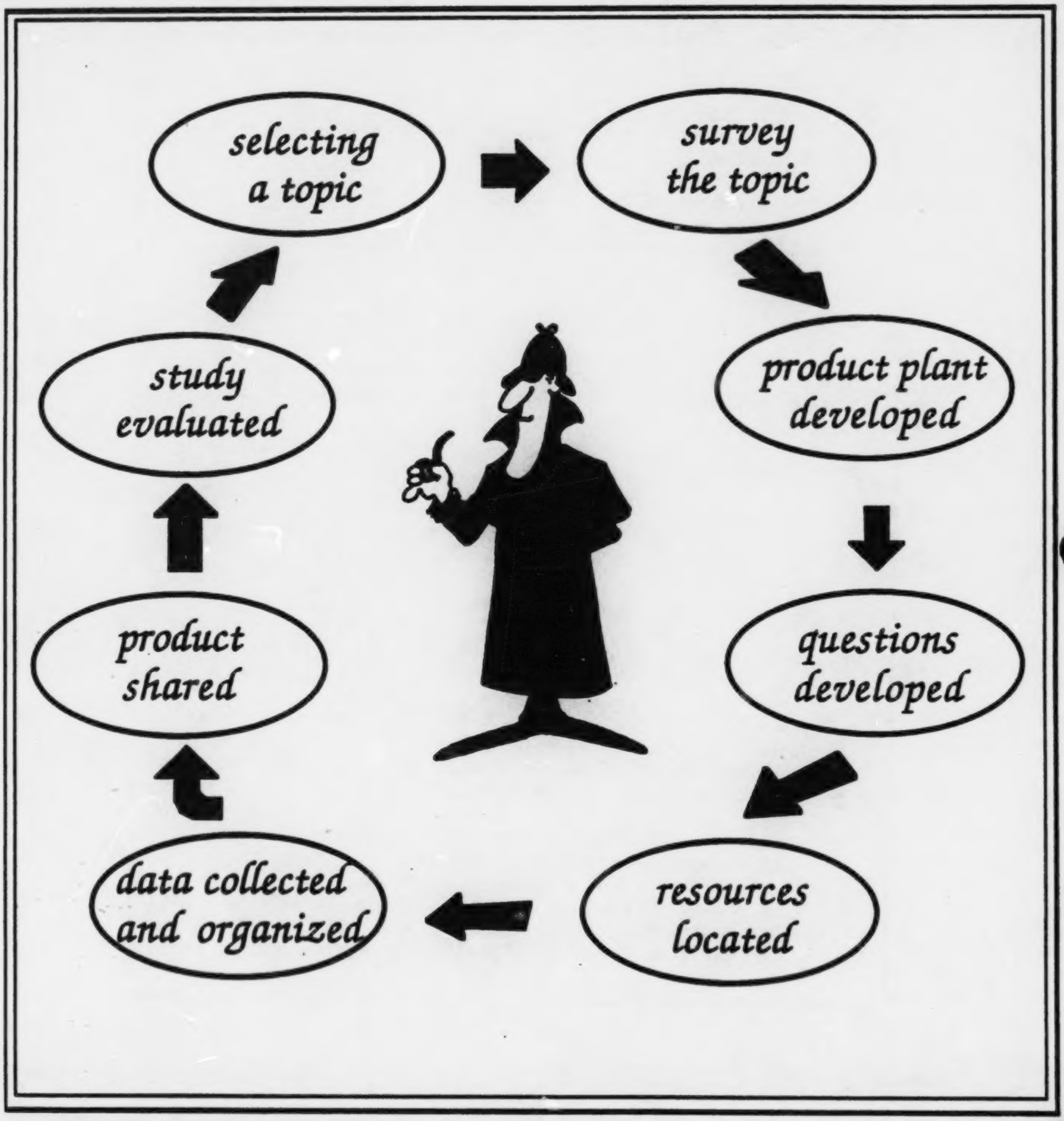
3. **Have the class ask questions that can be answered by yes or no in order to obtain information to supplement their observations.**

4. **Ask if there are any operational questions that could be investigated or other demonstrations that need to be done in order to supply more information. Allow time to investigate or to perform the desired demonstrations.**

5. **Collect on the chalkboard those points or factors that the class deems important to the problem solution.**

6. **Call for a solution, or multiple solutions, to the problem. Children should not only present their solutions but also present supporting evidence from the problem-solving session.**

THE INDEPENDENT STUDY MODEL


selecting a topic
survey the topic
product plant developed
questions developed
resources located
data collected and organized
product shared
study evaluated

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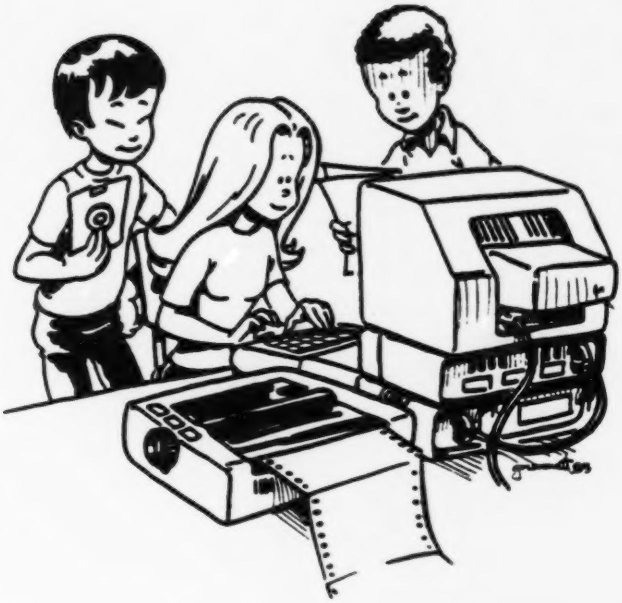
COOPERATIVE LEARNING

Cooperative learning is a systematic model for teaching content while having students practice skills necessary for effective group work. The basic principles of cooperative learning are:

1. **Face-to-face interaction**
2. **Individual accountability**
3. **Positive interdependence**
4. **Social skills**
5. **Group processing**



QUICK COOPERATIVE STARTERS

Learning Partners: Ask the students to turn to a neighbor and ask him/her something about the lesson, to explain a concept you've just taught, to explain the assignment, to explain how to do what you've just taught, to summarize the three most important points of the discussion, or whatever fits the lesson.

Reading Groups: Students read material together and answer the questions. One person is the Reader, another the Recorder, and the third the Checker (who checks to make certain everyone understands, agrees with, and can explain the answers). They must come up with three possible answers to each question and circle their favorite one. When finished, they sign the paper to certify that they all understand, agree on, and can explain the answers.

Bookends: Before a film, lecture, or a reading, have students summarize together what they already know about the subject and come up with questions they have about it. Afterwards, the trios answer questions, discuss new information, and formulate new questions.

Jigsaw: Each person reads and studies part of a selection with a partner, practices teaching the section with a new partner (student studying same section from another group), then teaches what he or she has learned to the other members of the group. Each then quizzes the group members until satisfied that everyone knows all parts thoroughly.

Drill Partners: Have students drill each other on the facts they need to know until they are certain both partners know and can remember them all. This works for spelling, vocabulary, math, grammar, test review, etc. Give bonus points on the test if all members score above a certain percentage.

Reading Buddies: In lower grades, have students read their stories to each other, getting help with words and discussing content with their partners. In upper grades, have students tell about their books and read their favorite parts to each other.

Worksheet Checkmates: Have two students, each with different jobs, do one worksheet. The Teacher reads, then suggests an answer; the Writer either agrees or comes up with another answer. When they both understand and agree on an answer, the Writer can write it.

Homework Checkers: Have students compare homework answers, discuss any they have not answered similarly, then correct their papers and add the reason they changed an answer. Make certain everyone's answers agree, then staple the papers together. Grade one paper from each group and give group members that grade.

Test Reviewers: Have students prepare each other for a test. They get bonus points if every group member scores above a preset level.

Composition Pairs: Student A explains what she/he plans to write to Student B, while Student B takes notes or makes an outline. Together they plan the opening or the thesis statement. Then Student B explains while Student A writes. They exchange outlines and use them in writing their papers.

Problem Solvers: Give groups a problem to solve. Each student must contribute part of the solution. Groups can decide who does what, but they must show where all members contributed. Or, they can decide together, but each must be able to explain how to solve the problem.

Computer Groups: Students work together on the computer. They must agree on the input before it is typed in. One person is the Keyboard Operator, another the Monitor Reader, a third the Verifier (who collects opinions on the input from the other two and makes the final decision). Roles are rotated daily so everyone gets experience at all three jobs.

Book Report Pairs: Students interview each other on the books they read, then they report on their partner's book.

Writing Response Groups: Students read and respond to each other's papers three times:

1. They mark what they like with a star and put a question mark anywhere there is something they don't understand or think is weak. Then they discuss the paper as a whole with the writer.

2. They mark problems with grammar usage, punctuation, spelling, or format and discuss it with the author.

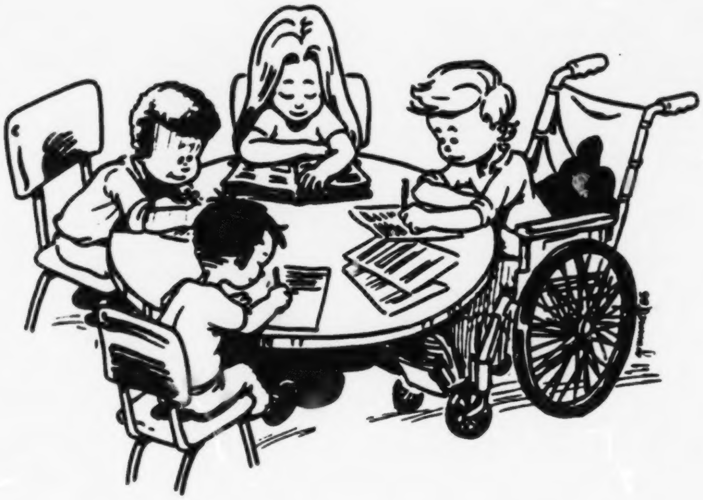
3. They proofread the final draft and point out any errors for the author to correct.

Teachers can assign questions for students to answer about their group members' papers to help them focus on certain problems or skills.

Report Groups: Students research a topic together. Each one is responsible for checking at least one different source and writing at least three notecards of information. They write the report together; each person is responsible for seeing that his/her information is included. For oral reports, each must take a part and help others rehearse until they are at ease.

Summary Pairs: Have students alternate reading and orally summarizing paragraphs. One reads and summarizes while the other checks the paragraph for accuracy and adds anything left out. They alternate roles with each paragraph.

Elaborating and Relating Pairs: Have students elaborate on what they are reading and learning by relating it to what they already know about the subject. This can be done before and after reading a selection, listening to a lecture, or seeing a film.



Circles of Learning

Johnson, D,. W., Johnson, R. T., & Holubee, E. (EDS., 1988), *Cooperation in the Classroom* (revised ed.). Edina, MN: Interaction Book Company.

PROBLEM-SOLVING SEQUENCE

by L. S. Shulman

1. **Problem sensing,** in which a person initially detects, to his discomfort, that some kind of problem or incongruity exists.
2. **Problem formulating,** wherein the person subjectively defines a particular problem and develops his own anticipated form of solution.
3. **Searching,** in which the individual questions, hypothesizes, gathers information, and occasionally backtracks.
4. **Problem resolving,** the final phase in which the person becomes satisfied that he has solved the problem or "found out why," thus removing the disequilibrium.

PROBLEM-SOLVING HEURISTICS

by Stephen Krulik and Jesse Rudnick

1. **Read**
    - 1a. Note key words.
    - 1b. Get to know the problem setting.
    - 1c. What is being asked for.
    - 1d. Restate the problem in your own words.
2. **Explore**
    - 2a. Draw a diagram, or construct a model.
    - 2b. Make a chart. Record the data.
    - 2c. Look for patterns.
3. **Select a Strategy**
    - 3a. Experiment
    - 3b. Look for a simpler problem.
    - 3c. Conjecture/guess.
    - 3d. Form a tentative hypothesis.
    - 3e. Assume a solution.
4. **Solve**
    - 4a. Carry through your strategy.
5. **Review and Extend**
    - 5a. Verify your answer.
    - 5b. Look for interesting variations on the original problem.

INSTRUCTIONAL PLANNING MODELS

What CAN I do?
CONTENT
PLANNING
MATERIALS
HUMAN RELATIONS
CLASSROOM MANAGEMENT
INSTRUCTION

> The key to successful teaching is good planning. There is no substitute for it. Good planning helps create correct discipline, pleasant atmosphere in the class, and puposeful activity free from dead spots and waste motion—in short, good planning promotes worthwhile learning. No one can teach well for long without planning well.
>
> —Leonard H. Clark

PLANNING MODEL

UNIT/MAJOR OBJECTIVE

Compare and contrast life in the various American Colonies

OBJECTIVES

1. Describe the influence of geography, government, and religion on the growth and development of the New England Colonies.

*2. Describe the influence of geography, government, and significant persons and groups on growth and development of the Middle Colonies.

3. Describe the influence of geography, economics, and slavery on growth and development of the Southern Colonies.

ASSESSMENT TYPES

Assessment Type # 1

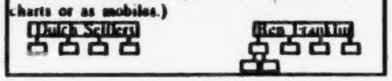
Using the map, label the Middle Colonies, their major cities, and bodies of water.

Assessment Type # 2

Writing Assignment: Discuss at least three examples of how geography affected growth and development of the Middle Colonies. Be sure to elaborate on your examples.

Assessment Type # 3

Divide students into six groups. From a list of individuals and groups who influenced development of the Middle Colonies, each group will select a subject for research and organize the information collected. Research reports will be presented orally. (Information maps could be presented on charts or as mobiles.)



Other Assessment Types

- Individual Student Projects
- Teacher Observations
- Independent Research
- Other products such as murals, timelines, and models

PLANNING MODEL

UNIT/MAJOR OBJECTIVE

Compare and contrast life in the American Colonies

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1. Describe the influence of geography, government, and religion on the growth and development of the New England Colonies.

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INSTRUCTIONAL ACTIVITIES

Instructional Activity # 1

Using a wall map, locate the Middle Colonies. As each colony is located, ask students to discuss the following:

- How did geography affect development?
- What were the major cities and resources?
- What groups settled in the colony?
- Describe what social life was like and how it was influenced by geographic factors (e.g., weather, natural resources, proximity to other colonies)

Instructional Activity # 2

Divide class into four groups. Assign each group one of the Middle Colonies. Have them imagine they are proprietors and must decide on five laws they will make for their colonies. Students will publish their "charters" and be able to discuss the rationale for their charter and the similarities and differences among all of the charters.

Instructional Activity #3

As the teacher delivers a mini-lecture, students will take notes by completing the matrix outline. Students will discuss any noted similarities and differences among the geography, government, and significant persons and groups in each colony.

Colonies	Geog.	Govt.	Sig. Group	Sig Persons
PA				
NY				
NJ				
DEL				

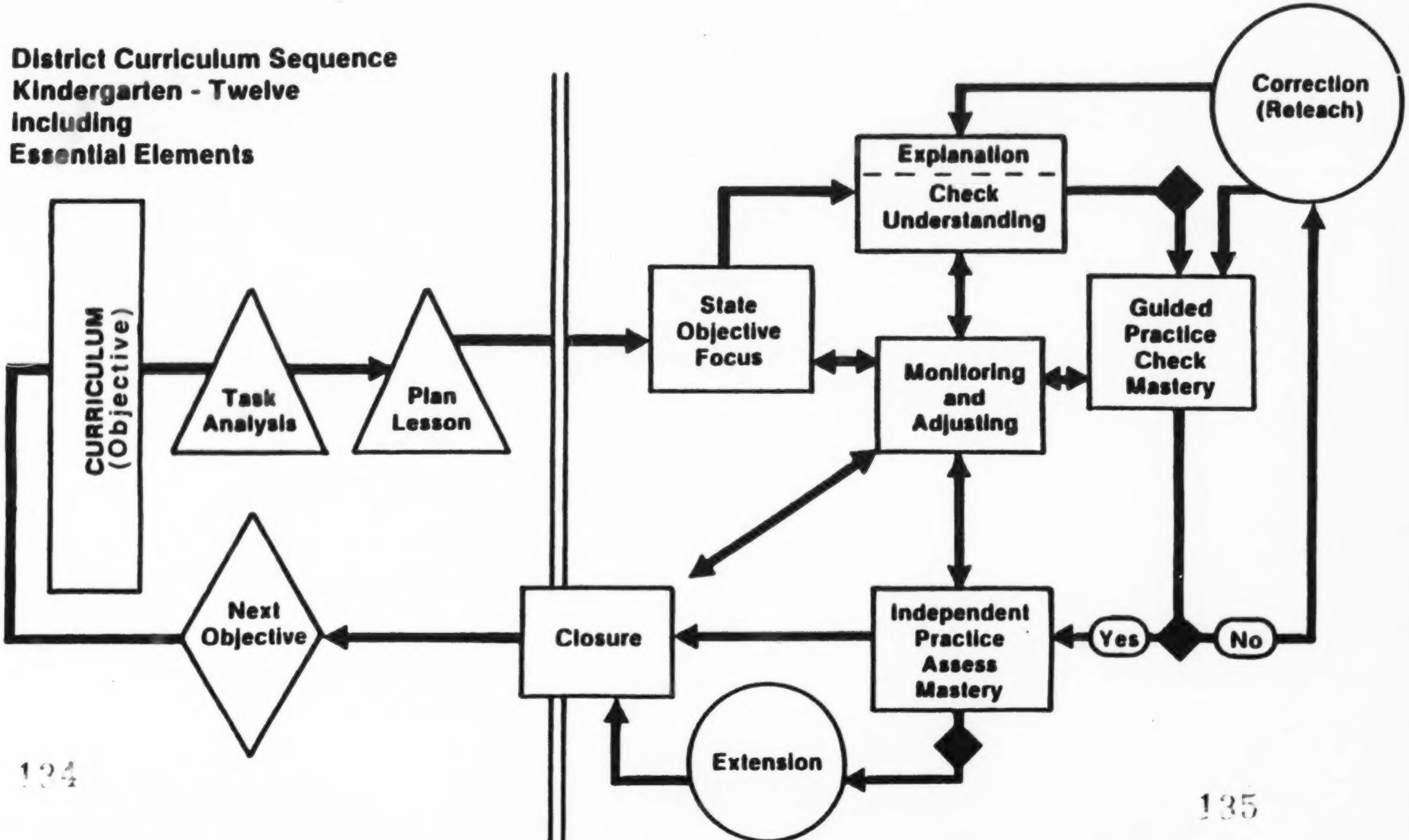
Other Instructional Activities

- Field trips to local museums to examine artifacts and original sources
- Small cooperative discussion groups
- Interrupted film technique with guided discussion
- Review and discussion of Colonial literature

MODEL FOR EFFECTIVE TEACHING

A LESSON CYCLE

District Curriculum Sequence
Kindergarten - Twelve
including
Essential Elements



CURRICULUM (Objective)

Task Analysis

Plan Lesson

Next Objective

State Objective Focus

Explanation
Check Understanding

Monitoring and Adjusting

Guided Practice Check Mastery

Correction (Reteach)

Yes

No

Independent Practice Assess Mastery

Closure

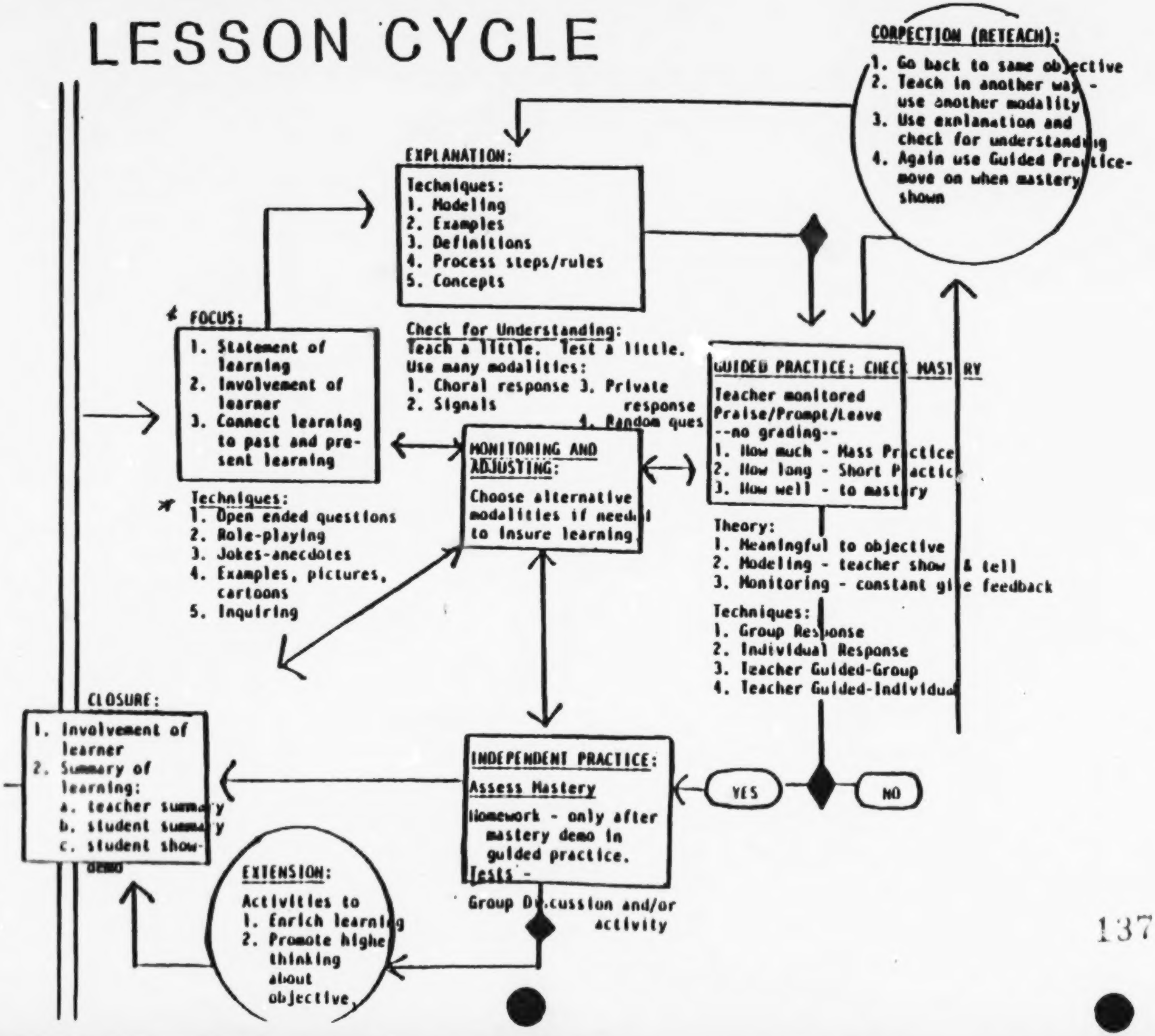
Extension

PLANNING

TEACHING

MODEL FOR EFFECTIVE TEACHING

LESSON CYCLE



*** FOCUS:**

1. Statement of learning
2. Involvement of learner
3. Connect learning to past and present learning

*** Techniques:**

1. Open ended questions
2. Role-playing
3. Jokes-anecdotes
4. Examples, pictures, cartoons
5. Inquiring

EXPLANATION:

Techniques:
1. Modeling
2. Examples
3. Definitions
4. Process steps/rules
5. Concepts

Check for Understanding:
Teach a little. Test a little.
Use many modalities:
1. Choral response
2. Signals
3. Private response
4. Random ques

MONITORING AND ADJUSTING:

Choose alternative modalities if needed to insure learning.

GUIDED PRACTICE: CHECK MASTERY

Teacher monitored
Praise/Prompt/Leave
--no grading--
1. How much - Mass Practice
2. How long - Short Practice
3. How well - to mastery

Theory:
1. Meaningful to objective
2. Modeling - teacher show & tell
3. Monitoring - constant give feedback

Techniques:
1. Group Response
2. Individual Response
3. Teacher Guided-Group
4. Teacher Guided-Individual

CORRECTION (RETEACH):

1. Go back to same objective
2. Teach in another way - use another modality
3. Use explanation and check for understanding
4. Again use Guided Practice- move on when mastery shown

YES

NO

INDEPENDENT PRACTICE:

Assess Mastery

Homework - only after mastery demo in guided practice.
Tests -

Group Discussion and/or activity

CLOSURE:

1. Involvement of learner
2. Summary of learning:
   a. teacher summary
   b. student summary
   c. student show-demo

EXTENSION:

Activities to
1. Enrich learning
2. Promote higher thinking about objective.

TEACHER RESPONSE FORM

Teacher's Name (optional) ______________________ School ______________________

Name of Guide ____

Your comments and suggestions are needed in order to enhance the quality and usability of this curriculum guide. Please complete the following questionnaire and return to Dr. Nancy Timmons, Director of Curriculum by **February 5, 1991.**

	Agree - Disagree					Comments
1. The guide is **organized** in an effective, usable manner.	1	2	3	4	5	______________
2. The **statement of philosophy** reflects my ideas, opinions, and beliefs about the subject matter.	1	2	3	4	5	______________
3. The **goal statements** are broad, comprehensive and express the general aims and direction of the course(s).	1	2	3	4	5	______________
4. The **objectives** are clearly stated, appropriate, and measurable.	1	2	3	4	5	______________
5. The suggested **instructional activities and assessment items** are clearly described, aligned with objectives, and varied to accommodate different abilities and learning styles.	1	2	3	4	5	______________
6. The suggested **instructional units** are helpful in modeling the instructional planning process.	1	2	3	4	5	______________
7. The suggested **instructional strategies** section is helpful in planning for variety in teaching.	1	2	3	4	5	______________
8. The **resources, strategies, and planning** section is adequate and helpful.	1	2	3	4	5	______________

Additional comments/suggestions: ____

____

____

____

NOTE: You are invited to submit your ideas, activities, and assessments for possible inclusion in the curriculum guides. Your input is welcomed and appreciated. Please include the **grade level, subject,** and **course objective(s)** for each submission.

Check the appropriate item(s)

_______ Teaching Activity

_______ Assessment Item

_______ Enrichment/Reteaching Activity

_______ Unit Plans

_______ Teaching Strategy

_______ Resource

_______ Other (____________________)

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